

**The benefits and challenges hospitality management students experience by working in
conjunction with completing their studies**

by

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DEDICATION

This dissertation is dedicated to my wife and mom:

Heidi L. Schoffstall

Patricia E. Schoffstall

Your never-ending love and support allowed me to make this dream a reality.

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ABSTRACT

Previous researchers have suggested that in order to be successful in the hospitality industry, students need to obtain work experience in addition to completing their degrees. Although the benefit of gaining such experience from the industry viewpoint has been well documented, few studies have assessed the benefits and challenges faced by students. The purpose of this research study was to examine the benefits and challenges hospitality students may be confronted with when they work while completing their degrees.

Web-based questionnaires were utilized to gather the responses of hospitality students and hospitality graduates in this nationwide study that included 31 hospitality programs throughout the United States. Comparisons were made between senior-level hospitality students ($n = 409$) who gained work experience while in school with those who did not and hospitality graduates ($n = 308$) who gained work experience while in school with those who did not. Furthermore, comparisons were made between students and graduates to determine the early career plans, job achievement expectations, and perceptions of a professional future of hospitality students.

Both benefits and challenges of working while a student were well documented in this research study and statistically significant differences were found between students and graduates and those who worked while in college and those who did not. The majority of students (87.5%) worked while in college with 26.7% of students reporting they worked an average of 21 to 30 hours per week and 23.3% reported working more than 31 hours per week. More graduates who worked while in college were employed full-time in the hospitality industry compared to those who did not (75.5% and 56.4%, respectively). Unique to this study was determining job expectations thereby establishing an initial benchmark for future study.

Implications for stakeholders are provided, along with specific suggestions for hospitality programs.

Keywords: Hospitality education, work experience, benefits, challenges, career plans, expectations

CHAPTER 1. INTRODUCTION

Introduction

There are approximately 300 college and university programs throughout the United States and the world-at-large offering two and four-year undergraduate degrees in hospitality and tourism preparing students for hospitality industry careers (ICHRIE, n.d.). Educating future managers and executives poses a challenge to these programs, given the number of different operational segments included under the rubric of hospitality industries, all unique entities sharing common hospitality and tourism elements: restaurants, hotels, travel, attractions, conventions, and leisure (Ottenbacher, Harrington, & Parsa, 2009). For industry-based programs such as hospitality, part of a student's experience and collegiate preparation includes practical experience and an understanding of how the industry operates in a professional setting.

To garner industry exposure and experience for students, many collegiate programs offer internships or cooperative-learning experiences to provide valuable experience within controlled and monitored industry settings (Beggs, Ross, & Goodwin, 2008; Dickerson & Kline, 2008). According to Raybould and Wilkins (2006), for students to be successful, hospitality management programs must meet the needs of both students and industry, developing skill sets needed in the industry while achieving the academic rigor demanded by institutions. Students may be encouraged to obtain industry-based skills beyond an internship by holding a part-time job while completing their studies; students and graduates who do not gain extra experience may be inadequately prepared for the work and demands of the hospitality industry (Alonso & O'Neill, 2011; Tesone, 2002).

However, students engaged in employment face challenges such as demanding time commitments, stress, and other issues affecting academic performance (Curtis, 2007; Holmes,

2008; Robotham, 2009). Chen and Gurosy (2007) contended new graduates must possess diverse skill sets and behavioral traits to competitively take advantage of career opportunities. The more prepared graduates are, the better their chances will be of entering the job market and appreciating long lasting success.

Purpose

The purpose of this research study was to compare current (senior-level) hospitality students who gained work experience while in school with those who did not, hospitality graduates who gained work experience while in school with those who did not, and current students with graduates to determine early career plans, job achievement expectations, and perceptions of a professional future. The study was established to determine the benefits and challenges for hospitality students working while completing their degree programs in the following areas:

- Academically-related (both inside and outside of the classroom).
- Job achievement expectations and as a job applicant (impact of experience and the resume and interviews).
- Preparation and perceptions for his/her chosen career (presence of knowledge and skills for success).

Research Questions

The research questions for this study were as follows:

1. What benefits and challenges does gaining work experience during college have on students' academic performance and experience (both inside and outside of the classroom)?

2. How do students and graduates, with and without work experience, and with and without an internship, compare in all areas: academically, in career preparation, and academic advancement?
3. Do the benefits and challenges differ between students and graduates who worked out of necessity (pay bills, support family, and pay off school loans) from those who did not work out of necessity?
4. What educational and work experience aspects do graduates perceive as influential in securing their first position and other positions since graduation?
5. Do students with work experience have greater career advancement opportunities than students who do not have work experience?
6. Does work experience while a student influence career plans and job achievement expectations?
7. What do hospitality students and graduates perceive as their professional future based on their work experiences while in college?

Significance of the Study

What academicians believe graduating hospitality students should have learned academically and what practical skills industry representatives believe students should have mastered is a debatable issue well documented in the literature. Although industrial organizations value academic experiences and achievement, they expect entry-level managers to possess a solid and practical understanding of the industry: knowledge and skills developed through real-world or industry-based experiences (Alonso & O'Neill, 2011; Blake & Worsdale, 2009; Millar, Mao, & Moreo, 2011; Raybould & Wilkins, 2005; Tesone, 2002). These qualifications are often obtained during required, off-campus internship experiences. Despite the well-documented need

for hospitality industry experience, students exposed to such experiences sometimes change their perceptions of the industry, decreasing the likelihood they will work in the industry following graduation (Allan, Bamber, & Timo, 2006; Richardson, 2008).

However, while the push for students to both excel academically and develop practical skills continues, few studies have examined the effects of the increasingly demanding relationship between academic and industry skill development. Benefits and challenges for students have been noted in the literature, yet few researchers have studied hospitality students (Jogaratham & Buchanan, 2004; Kozar, Horton, & Gregoire, 2005). As the hospitality industry continues to grow more than other business categories (USDL, n.d.), and the number of higher education hospitality programs continues to expand (ICHRIE, n.d.), there seems to be a critical need to evaluate current pedagogical practices and the expectations placed on hospitality students soon to be new entry-level managers, the future of the hospitality industry.

Definitions of Key Terms

Academic courses or program: a student's academic courses (or entire program) completed while working toward a baccalaureate degree in hospitality management or related field.

Career expectations: a student's career identity, appropriate career planning and realistic goals developed through practical knowledge or experience (Lu & Adler, 2009).

Internship: the integration of education and work by providing students with real-world job experience and skill development, the most widely used active learning application in hospitality management education (Solnet, Kralj, Kay, & DeVeau, 2009); may also be known as externships or cooperative experiences at colleges or universities.

Work experience: full- or part-time employment within the hospitality industry; may include a student's internship experience (Kwan, 2005; Morrison & O'Gorman, 2008). For this study work experience does not include internship experiences.

Dissertation Organization

This dissertation consists of five additional chapters. Chapter two presents the literature review while chapter three delineates the methodology. Chapter four is a journal article prepared for submission to the *Journal of Hospitality and Tourism Education*. The writing and referencing format follows the journal requirements. I was involved in the entire research process including conception, data collection, data analysis, and manuscript preparation. Dr. Arendt served as major professor, and contributed at every phase of the research process, including data analysis. Chapter five is a journal article prepared for submission to the *Journal of Human Resources in Hospitality & Tourism*. The writing and referencing format follows the journal requirements. I was involved in the entire research process, including idea conception, data collection, data analysis, and manuscript preparation. Dr. Arendt served as major professor, and contributed at every phase of the research process, including data analysis. The last chapter presents the study's general conclusions. References appear at the end of each chapter.

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CHAPTER 2. REVIEW OF LITERATURE

Introduction

Determining whether college students' academic and professional experiences have potential benefits or challenges has long been debated. Researchers have attempted to identify both hospitality students' and industry professionals' perceptions in an effort to better determine commitment to the industry, expectations held by the stakeholders (students and professionals), and potential effects on turnover as new groups of employees enter the hospitality industry each year. The review of literature presented here is in three major sections. The first section examines the benefits and challenges of both hospitality and non-hospitality student work experiences and also incorporates cooperative education experience. The second section, perceptions and ideas of key stakeholders, consists of student and manager perceptions and related job satisfaction research. The last section includes information on education and learning, and focuses on challenges encountered by academia and industry.

Benefits and Challenges of Student Work Experiences

Students can benefit from experiences outside the academic classroom. Generally this is done through employment at an industrial establishment (work experience) or through internship (cooperative education) opportunities. This section examines the work experiences of hospitality and non-hospitality students, and student internships to better identify benefits and challenges, as well as current practices.

Hospitality Students' Work Experiences

Kozar, Horton, and Gregoire (2005) surveyed a class of hospitality students to determine if working at a job while enrolled in classes had positive or negative effects on class attendance, hours spent studying, and participation in social activities. Students recorded their daily

activities for a four-week period following class discussions on time management. One class of 58 students participated in the study; the response rate was 91% ($N = 53$). On average, students in the study worked less than 12 hours per school week while taking a full course-load (15 credits per semester for all but 2 students). Utilizing ANOVA, the authors examined the correlation between student variables including grades, attendance, study time, and work time. Kozar et al. (2005) reported no statistically significant differences among the variables; however when students' work hours increased, their study time and time spent attending classes decreased.

Barron (2007) examined part-time employment of Australian hospitality and tourism undergraduates to document their work habits and impressions of part-time work experiences. A questionnaire sent to the undergraduate students yielded 486 usable responses (response rate of 94.0%); 372 (77.0%) of the students had part-time jobs. The students attended classes 12 hours per week and worked an average of 16 hours per week; 16.0% worked less than 10 hours and 15.0% worked more than 26 hours (Barron, 2007). Barron found students reported negative aspects of part-time work experiences were dealing with difficult customers, completing boring job tasks, and interacting with supervisors; 67.2% reported that working did not detract from their studies.

Jogaratham and Buchanan (2004) explored the potential effects of stress on hospitality students who worked part-time in industry positions. In-class surveys were completed with a response rate of 46.0% ($N = 138$); student respondents were 61.0% female and 39.0% male who met both school enrollment (in a hospitality program) and employment (working in industry) criteria. Based on responses using a four-point scale (1 = not part of my life, to 4 = very much a part of my life), statistically significant differences were found between full-time (12 or more

credits) and part-time (fewer than 12 credits) students in the following situations: developmental challenges, academic alienation, and romantic problems (2.20 and 1.69; 2.02 and 1.68; 1.82 and 1.34, respectively) (Jogaratnam & Buchanan, 2004). Jogaratnam and Buchanan reported hospitality students who were female, freshman, or full-time had greater exposure to stress factors compared to their peers; while in general, all participating students acknowledged they had too many things to do at once, too much responsibility, and struggled to meet their own academic standards.

Barron and Anastasiadou (2008) explored part-time work habits of hospitality and tourism students at a Scottish university. Because the study was administered during formal class time, the controlled environment yielded 232 usable questionnaires (no response rate indicated). The majority was female and held part-time jobs (63.0% and 65.0%, respectively). Thirty-nine percent of male students and 30.0% of female students worked 16-20 hours per week, and more than 35.0% of both male and female students worked more than 21 hours per week (Barron & Anastasiadou, 2008). Founded on this information, Barron and Anastasiadou suggested universities provide assistance to students looking for part-time jobs and lobby for more flexible education offerings to better support students' work demands.

Martin and McCabe (2007) explored UK postgraduate students' part-time work habits to determine how their work influenced future employment. A survey distributed to hospitality and tourism postgraduate programs throughout the country yielded a response rate of 9.0% ($N = 95$); responses were received from eight graduate programs. Sixty-two percent of the respondents held part-time jobs while taking classes full-time, and 86.0% believed their part-time work experiences contributed to their applicable skills (e.g. team-work, adaptability, communication and problem-solving). Students working part-time studied more hours per week than those not

working; 41.0% of unemployed students studied less than ten hours per week while 13.0% of those working part-time studied less than ten hours per week (Martin & McCabe, 2007).

Non-Hospitality Students' Work Experiences

Nonis and Hudson (2010) examined business students' study habits to determine the relationship between studying and overall academic performance (measured using cumulative grade point average). A questionnaire was utilized to examine scheduling of review and study periods, ability to concentrate, and accessing notes (good quality class notes from which to study). A sample of 163 students (no response rate provided) was surveyed as part of their core business classes. A statistically significant negative relationship was found between the amount of time students worked and academic performance; as work increased, academic performance during the semester decreased (slope -0.36, $p = .05$), as well as cumulative grade point averages (slope -0.40, $p = .05$) (Nonis & Hudson, 2010). Students' ability to concentrate and study had a positive impact on academic performance (slope = .22, $p < .05$). Additionally, study time became more influential when students were able to concentrate.

Carney, McNeish, and McColl (2005) examined the effects of students' physical health, mental well-being, and academic performance while working part-time. A response rate of 47.0% ($N = 756$) resulted from a web-based questionnaire administered to Scottish university students. On average, students worked 14.2 hours per week, four hours more than government recommendation. Although students believed their part-time work had a negative effect on academic performance, no statistically significant effects were found; however, slight manifestations on their health (physically and mentally) were reported based on the correlation between being in debt and needing to work. Carney et al. (2005) recommended schools increase

student time management training so students could better balance work and school life. Time management training was deemed more beneficial than decreasing part-time work hours.

Wang, Kong, Shan, and Vong (2010) focused on the impact university students' part-time employment had on academic success and social life in China. The study utilized a sample of 323 junior-year students and reported 87.0% had part-time jobs, working an average of 15 hours per week. Part-time work was examined as heterogeneous (affected by specific variables) and compared to previous homogeneous (direct relationship) results. As a homogeneous category, part-time work did not affect academic achievement, and as a heterogeneous category part-time work was shown to improve learning attitudes. Unlike previous studies, Wang et al. found students' work experiences enriched school life and social support networks. However, students reported part-time jobs damaged the relationships they had with parents, which may be an effect of cultural uniqueness.

Curtis (2005), using a case study approach, examined both UK university staff's and instructors' ideas and beliefs concerning support provisions for full-time students working part-time. Twenty-two administrators, staff, and instructors were interviewed, and their responses were categorized according to their understanding and support of working students. Response categories were based on previous research as either swimming (willing to change and gain benefits from working with students), policy reconstructionist (currently offer support), sinking (discontent, but unable to assist or resist), or using coping strategies (actively against working and making accommodations). Limited student support was offered inconsistently across academic programs; any support for students offered by instructors was reduced to flexibility in assignment submission, computer notes, and individual advice (Curtis, 2005). Curtis reported many (no percentage given) respondents were categorized as sinking; they reported feelings of

helplessness and being too overwhelmed by their workloads to offer any additional support to students.

Curtis (2007) also examined student perceptions of the potential effects part-time work had on university experiences. Questionnaires were completed by 336 UK university students (no response rate provided). The majority was working (58.9%) at the time of the study, while 26.5% had worked while in school but not at the time of the study and 14.6% had never worked while attending school. Working students responded similarly when giving the reason(s) they work: the job will look good on a resume, enjoying the job, having debt, and having a social life at work. Each response ranged from 72.0% to 78.0%, respectively (Curtis, 2007). Curtis described both the positive and negative consequences of working while being a student: tired during lectures and rushed assignments were the most frequently reported negative effects, while improved interpersonal skills and confidence were the most often reported positive ones. Students acknowledged their jobs reduced studying time, and yet relatively few (14.9%) thought work was directly detrimental to their education.

Darmody and Smyth (2008) surveyed Irish higher education students to determine their employment level and the impact of employment. The national survey, part of the larger Eurostudent 2003/2004 Survey conducted throughout Ireland, had a response rate of 31.0% ($N = 390$). Of the full-time students surveyed, 60.0% held a part-time job during the academic year. Full-time students who attended class over 30 hours per week were twice as likely to be dissatisfied with their overall workloads in comparison to those who attended classes less than 15 hours per week; senior level students were dissatisfied with their overall workloads more than students at other academic levels. (Darmody & Smyth, 2008).

Morisi (2010) identified a reduction in teenage summer employment in the United States and discussed the reasons for the decline in summer employment opportunities since the turn of the century. The summer employment rate for teens dropped from 51.7% in 2000 to 32.9% in 2009 across all demographic groups (Morisi, 2010). The main reasons for the decline included increases in summer school, earlier school term starts, more requirements to earn a high school diploma, and increases in college enrollment demands; all of which result in more academic requirements reflected in student schedules. In addition to the most recent recession, which has decreased employment across the country, educational requirements may be one of the largest contributors to these declining trends (Morisi, 2010).

O'Connor and Cordova (2010) explored graduate students' perceptions of full-time work while completing their degrees on a part-time basis. Six master's degree program graduates were interviewed for the study. The participants described challenges in their work, including a lack of support from their workplace, as well as difficulties at school and in their personal life. Students reported lacking a cohesive academic environment and receiving little community support within their academic programs.

Holmes (2008) examined UK honors degree students' work and academic experiences to determine the impact of work on their academic standing. A questionnaire, sent to a convenience sample of 27 first year and 15 second year students, found 83.0% of participating students worked during at least one academic term, and 62.0% worked through each academic term and vacation periods. Students reported their top three reasons for working were all financially related: to supply basic cost of living expenses (22.0%), to contribute to their basic cost of living (36.0%), and to provide extra/spending money (31.0%). Half of all participating students reported their work requirements were negatively affecting their degree classification,

and many students reported a lack of available time to meet class demands (Holmes, 2008).

Holmes contended it is critical for universities to realize the academic and employment trends of current and future students, and to assist students in meeting necessary time demands.

Robotham (2009) examined the impact of part-time work on full-time students, focusing on stress and other variables. A web-based questionnaire yielded 270 completed surveys (no response rate provided) with 68.0% of respondents having held a part-time job as a student. While the positive impacts of working have been well documented, Robotham found a majority of students expressed negative aspects: reducing leisure and social activities (67.0%), completing less work and reading (67.0%), and difficulty concentrating due to being tired (53.0%) (Robotham, 2009). Robotham reported that while 33.0% of students who combined employment and studying increased their ability to cope with stress, 43.0% believed the combination increased their stress levels, and 39.0% believed the combination of work and studying reduced their ability to cope with stress.

Tannock and Flocks (2003) studied community college students to highlight the challenges this age group (18-25 year olds) encountered as workers and students. The authors explained that the public's impression of community college students is often distorted and does not take into account various pressures students encounter; they must focus on work and higher education simultaneously. The study took place at a California community college with a 25.0% completion rate and a 41.0% transfer rate for students three years after they enrolled. Interviews were conducted with 45 working college students facing challenges: poor working conditions effecting educational studies, the need for extended time (beyond traditional timeframes) to complete their education, relegated to low paying jobs until they completed their educational goals, an increase in dropout rates resulting in uncompleted degrees, and increased debt

(Tannock & Flocks, 2003). Tannock and Flocks suggested a need for better training and the development of quality support organizations within the secondary and post-secondary school settings to help young workers achieve success.

Perna (2010) studied college students' work habits and academic demands. Recent research suggests a trend toward increased student employment while completing degrees at all types of university and college campuses identified. Colleges and universities need to increase their support of working students and respond to the trend by developing connections between employment and academic skills, and formally recognizing students' employment experiences in their program of study (Perna, 2010). Perna suggested that offering better institutional support for working students may positively affect both retention and graduation rates.

Internship Experiences

Dickerson and Kline (2008) conducted a study to determine the benefits a cooperative experience has on hospitality students' early career retention by comparing three programs that offer a combination of academic credit and include classroom components. A mail-based survey was sent to recent alumni from three hospitality programs having their own variation of a cooperative experience for students, with a 33% overall response rate ($N = 155$). The three programs are described below; they show differences in the amount of credit given and the inclusion of classroom components:

- Program A combined at least 600 hours of work experience with a minimum of six academic credits.
- Program B required a minimum of 600 hours of work but did not include classroom components concurrently, though academic coursework was required separately and credit was awarded for experience.

- Program C required a minimum of 600 hours of work experience, yet had no classroom components and did not offer academic credit for experience.

All three programs (A, B, and C) showed high percentages of graduates who entered the hospitality industry directly after graduation (93.5%, 87.0%, and 90.3%, respectively).

However, participants' tenure in the industry showed statistically significant differences (76.6%, 76.1%, and 64.5%, respectively). Although most hospitality programs required some type of cooperative experience, the experiences varied greatly. At the same time, industry professionals were pushing students to gain additional industry-based experiences (Dickerson & Kline, 2008).

Molseed, Alsup, and Voyles (2003) explored the involvement level and perceptions held by business owners toward providing student workers successful learning experiences. In a survey of Black Hills, SD businesses, a response rate of 62.7% ($N = 64$) was achieved, including 13 businesses representing the hospitality and retail industries specifically; most respondents were from health care ($n=15$). Overall, the survey respondents rated on a five-point Likert-type scale (1 = strongly disagree, to 5 = strongly agree) commitment ($M = 4.41$), personal responsibility ($M = 4.40$), and problem-solving skills ($M = 4.21$) as the highest skills necessary, and collaboration ($M = 3.91$), decision-making skills ($M = 3.82$) and career development ($M = 3.72$) as the least necessary skills (Molseed, Alsup, & Voyles, 2003). Results of the study showed participating employers believed they had a role to play in students' work experience; however, experience specifics varied across the industry segments represented.

Kwan (2005) examined how students' perceptions of work in the hospitality and tourism industry were influenced by their school related work experiences. The research was conducted at a Macao university in 2003 with 359 respondents completing either an English or Chinese version of the questionnaire (89.0% response rate). When making career decisions, students in

their junior year were influenced by their parents, compared to senior year students who were influenced by their work experiences (Kwan, 2005). Respondents rated their overall work experiences as favorable, with 88.5% rating their in-house experience programs (class-based and work studies) higher than external ones (company internships). Kwan stated that both Macao hospitality and tourism industries and Macao educational institutions need to address the concerns of parents as students enter academic institutions, and to continue this support as students' progress. It was suggested hospitality companies continue improving their relationships with current students and entry-level employees, and promote a better first impression and successful experience.

Beggs, Ross, and Goodwin (2008) explored the differences between travel and tourism students,' and industry professionals' internship experiences. A web-based survey was conducted of 74 industry professionals (response rate of 60.0%) and 89 senior-level undergraduate students (no response rate reported). Intern capabilities were examined and organized into four categories, each containing specific content/capability areas: internship experience, agency role, intern abilities, and internship selection. Thirteen of the 48-content/capability areas showed disagreement between students and professionals. Disagreement was found in the following areas (comparisons between students and industry practitioners expressed as t-values):

- Internship experience category: the development of both problem-solving skills (-4.84) and communication skills (-3.07), and also providing training on technology (3.30).
- Agency role category: the development of programs (-4.09), leading programs (-4.60), and full-time employment following internships (4.96).

- Intern ability category: the ability to develop programs (-5.26), lead programs (-8.37), work more than 40 hours (-5.92), work any job task (-3.62), and possess good supervision skills (3.39).
- Internship selection category: benefits including salary and housing (4.40) and potentially offering a full-time position (3.65). (Beggs, Ross, & Goodwin, 2008)

Beggs, et al. suggested a better understanding of expectations and perceptions between students and professionals should be addressed for the programs' success and to ensure the benefits of internships continue into the future.

Aggett and Busby (2011) examined UK undergraduate hospitality, tourism, and event management students to determine the reason for a decline in internship programs despite the documented benefits. An initial look at the decline showed student participation had decreased from 37.2% participation during the 2007/2008 school-year to 10.4% participation during the 2010/2011 school-year at the selected university (Aggett & Busby, 2010). A convenience sample of students not enrolled in the internship preparation course was emailed to determine the reason for nonparticipation. Thirty-three students responded (no response rate was indicated). According to Aggett and Busby, student responses indicated: "already acquired experience," "going to be completing their degree sooner," and "no longer interested in working in industry." To improve internship participation rates, it was recommended university faculty and staff help students understand the benefits of internship programs and help students redirect their motivation.

Rothman (2007) surveyed post-intern students at a UK business school. He was interested in what students thought about their intern experiences, and what suggestions they might give supervisors to improve future students' experiences. Rothman utilized a three

question survey (open-ended) asking students how their employers could improve the internship experience, and distributed the surveys in-class to business-school students following their semester internship experience (response rate 85.8%) ($N = 345$). Ten percent suggested the experience could be enhanced if students were provided more specific information at the internship sites, including orientations, expectations, and training (Rothman, 2007). Rothman suggested that although the internship experience's value is not in question, especially with 28.0% of students ($n = 97$) deeming the experience positive even when asked to make suggestions for improvement, the majority still offered valuable suggestions for better academic institution and employer collaboration to improve the experience for all students. The literature shows that work experience provides benefits and challenges for both hospitality and non-hospitality students. Understanding stakeholders' perceptions and ideals can contribute to the value of particular work or internship experiences.

Perceptions and Ideas of Key Stakeholders

Stakeholders' ideas often vary dramatically, and when they do, potential issues and challenges can affect all parties. When it involves hospitality students' knowledge and skill development, employment problems can be created if the students' perceptions and ideas differ from those of the managers and industry. This section examines perceptions and ideas of both students and industry managers, and addresses key factors involved in job satisfaction. The motivating factors of educational institutions will be addressed in the next section.

Student Perceptions

Richardson (2008) examined career attitudes and perceptions in the hospitality industry among Australian undergraduate students majoring in hospitality. Questionnaires were adapted from Kuslivan and Kuslivan (2000) who focused on similar research questions in a study

conducted in Central Europe. The author narrowed the scope of the study to include students who had current or previous work experience; 73.3% ($N = 63$) of the original sample completed the web-based questionnaires. Student responses indicated 43.6% were unlikely to work, or would not work in industry following graduation; 96.3% of those students cited previous experience as their primary reason (Richardson, 2008). Of the students without work experience, all stated they planned to work in industry following graduation. Challenges seen throughout the hospitality industry were highlighted, including compensation, promotion opportunities, manager relationships, and work conditions.

Bloome, Van Rheede, and Tromp (2009) examined the differences between students' pre-entry expectations versus workers' post-entry expectations of working in the hospitality industry. An online questionnaire gathered information from three groups. Students within their first two weeks of classes rendered a response rate of 78.0% ($N = 159$), recent graduates (less than one year) had a response rate of 29.0% ($n = 78$), and non-recent graduates (alumni up to age thirty-three) had a response rate of 16.0% ($n = 218$); all were from a Netherlands university hospitality program. More than 66.0% of current students stated they were going to pursue a career in hospitality while 17.0% of recent graduates said they had no intention of working in the industry (Bloome, Van Rheede, & Tromp, 2009). First-year students who wanted to work in the industry gave these reasons: working with guests, having challenging work, having international opportunities, and having a nice job. First-year students who did not know if they wanted to work in industry provided these reasons: the hospitality atmosphere, challenging work, and not having a nice job. Recent graduates were the most discouraged about their prospects for industry work, mainly due to the final requirements for their degree and the transition into full-time positions.

Chuang and Dellman-Jenkins (2010) studied undergraduate hospitality and tourism students and their career intentions within the industry. Completed questionnaires were received from 360 out of 400 in the sample (90.0% response rate), yielding nearly identical numbers of males ($n = 182$) and females ($n = 178$); 64% were upperclassmen. The authors reported 83.0% ($n = 299$) of the respondents planned to pursue hospitality careers following their college graduations, and those students currently working indicated a stronger intention than those who were not working. Students themselves were found to be the most significant factor influencing career intentions (46.1%, $n = 166$); their intentions were influenced by gender, work experience, transfer status, and outcome expectations (Chuang & Dellman-Jenkins, 2010).

Kim, McCleary, and Kaufman (2010) examined hospitality and tourism students' career choices and preferences. Self-administrated questionnaires were completed by 442 students (response rate not identified) at seven U.S. universities; 52.0% ($N = 230$) of the students already had some work experience. Student respondents rated (using a scale where 1 equated to least influential, and 5 equated to most influential) the lodging and hotel segment of the hospitality industry as slightly more influential over the meeting and convention segment, and more influential than the restaurant segment ($M = 3.75, 3.52, \text{ and } 2.88$ respectfully). Kim, et al. found "work experience" ($M = 4.29$) and "personal experience as a customer" ($M = 3.87$) having the highest mean scores as information sources for career decisions, which highlights the importance positive work experiences have on newer generations in the workplace.

Richardson (2010a) examined the thoughts and concerns of Generation Y students beginning a career in the hospitality industry. Undergraduate students were surveyed in leading Australian universities to garner their thoughts and ideas about career choice after working within the hospitality industry. The response rate was 25.3% ($N = 379$); 66.0% of respondents

were female and 57.5% were first-year students. An industry-person congeniality test was administrated and showed that 74% of students surveyed enjoyed working within the industry. Richardson (2010a) reported student concerns, including lack of relationships between managers and staff (60.7%), career opportunities based on who one knows rather than ability (54.1%), and low pay for work performed (57.7%). Richardson reported the vast majority of Generation Y students stated the industry was interesting (85.5%) and they would be able to learn new things (75.1%); however, half of the total sample had already planned to leave the industry citing stress as the major factor, and 58.3% of those students were contemplating careers outside the hospitality industry.

Joslam et al. (2009) studied hospitality and merchandising management undergraduates' work attitudes, ideas, and values. Self-administrated questionnaires were distributed to students in selected classes with a response rate of 86.2% from both hospitality and merchandising management students ($N = 189$ and $N = 187$, respectively). Positive work attitudes showed both positive and negative correlations with work attitude variables (positive and negative attitudes, value, involvement, motivation, and ethics) for both groups of students; hospitality students showed the highest positive correlation for work ethic and social motivation (Joslam et al., 2009). Participating students primarily reported positive work experiences, though more positive work related attitudes and ideas were associated with older hospitality students than younger students.

Lu and Adler (2009) examined career goals and future career expectations of undergraduate hospitality and tourism students from four Chinese universities. A four-part questionnaire was developed that included the following sections: educational preparation, industry expectations, personal expectations, and demographics. The response rate was 86.7% (N

= 503). Only 16.1% of students chose the hospitality and tourism major as their first choice, while 64.6% of students reported they did not choose the major; hospitality and tourism was assigned to them by the university based on low test scores. Over two-thirds of the students stated they planned to pursue an advanced degree following graduation. Lu and Adler reported less than one-third of the respondents declared they would not work in industry following graduation, citing a lack of personal interest and unsuitable personality type as the major reasons for their decision (Lu & Adler, 2009). According to Lu and Adler, holding powerful jobs and making money were the students' most important goals. Such ideals can be challenging for the hospitality industry, where a significant period of time is typically spent in entry-level positions early in ones' career.

Richardson (2010b) examined the perceptions domestic Australian and international students associate with a hospitality and tourism career. An online survey was conducted with students at eight Australian universities, with a response rate of 25.3% ($N = 379$). Thirty-four percent of the sample represented international students; the majority (82.8%) cited hospitality and tourism as their first career choice. A comparison of domestic student perceptions of and international student perceptions of industry factors offered by the hospitality industry (1 = definitely offers to 3 = did not offer) showed statistically significant difference in the mean scores, including having a secure job (2.12 and 1.98 respectively), finding the job enjoyable (1.72 and 1.45 respectively), salary (2.36 and 2.12 respectively), and having a reasonable workload (2.08 and 2.22 respectively). Factor ratings were significantly different for domestic and international students; in contrast to their domestic counterparts, international students thought the industry offered more important career factors on eleven of the factors presented than their domestic counterparts (Richardson, 2010b). Richardson reported a student's country of origin

became an identifying factor when examining perceptions about a hospitality career, and identified potential challenges for Australian hospitality and tourism industries.

Industry Perceptions

Tesone and Ricci (2005) surveyed current hospitality lodging managers to determine the knowledge, skills, and abilities entry-level hospitality employees should possess. The sample consisted of managers who were members of a Central Florida lodging association; the survey yielded a 97.5% response rate ($N = 156$). The majority (87.9%) indicated that because of their current job satisfaction, they would recommend hospitality jobs to a person close to them. Managers were asked to indicate their preference for new employee attributes on a five-point Likert-type scale (1= poor, to 5 = excellent). The highest rated attributes were knowledge of grooming and professional standards ($M = 4.43$), ability to work as a team ($M = 4.57$) and pride in satisfying customers ($M = 4.31$) (Tesone & Ricci, 2005). Lodging managers overall believed the most successful competencies for entry-level managers were teamwork, communication skills, and customer service.

Countryman and Horton (2006) examined qualities club managers seek when hiring entry-level supervisors. Participants were asked to view six prepared resumes (from hypothetical job applicants) and answer questions based on the resume case study; a 15.0% response rate ($N = 133$) came from club managers registered by the Club Managers Association of America. Managers rated resumes four (72.1%) and five (71.0%) as preferred because each hypothetical applicant held a Bachelor of Science degree in Hotel and Restaurant Management, rather than another business entity, and had obtained an above average GPA (grade point average) (Countryman & Horton, 2006). Leadership skills acquired in an earlier job, or as a student, were also shown to be in high demand by managers.

Ricci (2010) examined ideas, opinions, and expectations held by current lodging managers toward new hires. An online survey focusing on general managers' ideas about new-hires from both hospitality management and non-hospitality management undergraduate programs, and was sent to 500 hotel general managers listed as members of the American Hotel & Lodging Association. A response rate of 63.4% ($N = 317$) was achieved. Respondents expected more from hospitality graduates than non-hospitality graduates on a five-point Likert-type scale (1 = strongly disagree, to 5 = strongly agree) in various knowledge-based areas, including realities of work (4.42 for hospitality graduates compared to 3.49 for non-hospitality graduates), lodging management practices (4.26 compared to 3.01), and products and services (4.28 compared to 2.97) (Ricci, 2010). Ricci (2010) reported expectations for students are held to a higher standard for hospitality program graduates when compared to general business program graduates, although the lodging concepts taught in each school's hospitality program varies.

Fjelstul (2007) explored the competencies needed by golf and club entry-level management professionals. A web-based questionnaire was distributed to members of the Florida Club Managers Association of America and yielded an overall response rate of 14.0% ($N = 87$). Fjelstul stated that entry-level core competencies reported by managers were strong skills and knowledge in beverage management (94.3%), cost control (94.3%), leadership (85.1%), and financial accounting (81.6%). The knowledge, abilities and attitudes entry-level managers needed were also assessed. The most frequently identified competencies in each category were business management and ethics, anticipating guests' wants and needs, and personal pride in satisfying the needs of others (Fjelstul, 2007). In consideration of recruitment, prospective

employees were encouraged to gain specific experience to enhance their academic competence in their chosen industry segment.

Chan and Coleman (2004) identified hotel industry employees' necessary skills and competencies by surveying human resource managers in Hong Kong hotels. A questionnaire was sent to Hong Kong Hotel Association members; a response rate of 59.0% ($N = 440$) was achieved. Managers rated professional attitude and honesty as the most important skills needed, with a mean score of 3.68 on a four-point Likert-type scale (1 = strongly disagree, to 4 = strongly agree), and the least important skill, leading people, with a mean score of 2.91 (Chan & Coleman, 2004). Chan and Coleman's results suggested managerial or technical skills might not be a priority when looking for new employees in Hong Kong, though skills are always important.

Alonso and O'Neill (2011) explored characteristics defining an ideal hospitality employee. Obtaining business entrepreneurs' opinions, they identified a number of challenges concerning the business respondents. Interviews were conducted with small and medium-sized business owners and managers located within a college town, with a response rate of 51.2% ($N = 21$). Respondents were asked to identify desired employee characteristics when hiring; the top attributes included punctuality (38.1%), being good with people (23.8%), and dependability/responsibility (19.0%) (Alonso & O'Neill, 2011). Alonso and O'Neill discussed the respondents' many challenges finding good quality help, regardless of the college environment; generally, this included a lack of basic skills, poor attitude, and work ethic.

Raybould and Wilkins (2005) examined hospitality managers' expectations of graduate skills compared to those of students. A questionnaire presented 52 hospitality related skill descriptors for respondents to rank. A total of 371 managers (43.6% response rate) and 211 undergraduate students were included in the study. Some skills were ranked higher by students

than managers. Those with the largest gaps in rankings included (student ranking and management ranking): time management (2 and 7), communication with peers (4 and 9), motivating and encouraging employees (5 and 11), safety and sanitation (6 and 14), and delegation of responsibility (14 and 27) (Raybould & Wilkins, 2005). Gaps existed between managers' expectations and students' perceptions when identifying specific skills desirable in graduates.

Job Satisfaction

Chuang, Goh, Stout, and Dellman-Jenkins (2007) explored hospitality undergraduate students' career choices and commitment to the profession. Three hundred and sixty undergraduate students at a Southwestern U.S. university completed questionnaires (no response rate was provided). Confidence in making career decisions and career outcomes were compared as vocational exploration with four dependent variables: gender, employment status, decision self-efficacy, and outcome expectations. Career decision self-efficacy accounted for 38.0% of the variance found, while demographic variables accounted for 1.1%. Background variables accounted for 2.4% of the variance, each with only slight impact, suggesting students' current work experiences (including required internships) may affect their overall retention by building realistic expectations and career goals over time (Chuang, Goh, Stout, & Dellman-Jenkins, 2007). While students showed clear career choice goals and the ability to narrow career choices, there were no variations over time between the students' expectations and commitment, suggesting students' career decisions are made early in their education and do not fluctuate.

Lee and Way (2010) studied hotel employees' general characteristics and determined which ones play a role in job satisfaction and retention. A 24.1% response rate ($N = 359$) was achieved from a questionnaire sent to employees of a regional hotel chain with 24 properties.

Work conditions, work shifts, training, and advancement were identified as important keys to employee satisfaction, and were also indicators of an employee's intention to remain at a particular establishment. Compensation and personal status did not show any correlation with an employee's willingness to stay. Lee and Way suggested organizations must develop a positive culture and environment to foster employment retention.

Allan, Bamber, and Timo (2006) examined the views of young Australian university students working in the hospitality industry's fast-food sector. The study involved 256 students, with only 16% being full-time employees; the majority was employed part-time. One quarter of all respondents stated they were well paid, and 59% reported being treated fairly at work. Respondents described being more satisfied with the human resource and social relations aspects of their jobs, and less satisfied with the industrial relations and work organization portions (Allan, Bamber, & Timo, 2006). The respondents believed restaurants' strict cost cutting procedures were associated with negative performance and quality outcomes.

Poulston (2008) examined common industry problems by targeting training and workplace relationships and issues. A self-completed questionnaire was distributed to employees at 27 operations and a hospitality school, with a response rate of 29.0 % ($N = 534$). Understaffing was the most common problem (90.8%) occurring in the workplace; additionally, theft (77.6%), poor training (75.5%), and unfair dismissals (56.6%) were common workplace complaints (Poulston, 2008). According to Poulston, poor training produces workplace problems; training improvement could reduce under-staffing and theft issues.

Understanding the different viewpoints and perceptions of both students and industry managers allows for comparison between their unique perspectives and determination of collaboration benefits for all involved. With job satisfaction leading to continued tenure of

managers and employees in the hospitality industry, where high turnover is far too common, educators along with industry stakeholders should be concerned with the satisfaction of hospitality students in their chosen careers. The first step of collaborative efforts begins by reviewing what both academia and industry provide to students entering the hospitality industry and how they relate to one another.

Education and Learning

Hospitality programs must provide students with rigorous academic courses while also exposing them to numerous practical learning opportunities; such a balanced educational experience will prepare today's students to be tomorrow's managers. Often hospitality programs offer unique course offerings and experiences for students. A few recent studies have examined similarities and differences among programs and are presented below. Additionally, perceptions and ideas of industry (managers), and those of educational institutions (administrators and professors) are examined.

Muller, VanLeeuwen, Mandabach, and Harrington (2009) examined Eastern Canadian culinary graduates' skill attainment by comparing current students, recent graduates, and industry representatives. The overall response rate was 65.8% with group response rates as follows: current students at 67.2% ($n = 84$), recent graduates at 70.0% ($n = 112$) and industry professionals at 51.6% ($n = 31$). Each group could access a separate online survey. The majority of respondents from all three groups were satisfied with technical skills (88.1%, 91.1%, and 93.5%, respectively); satisfaction with teamwork skills for both students and recent graduates was more than 89.0%. However for industry professionals, only 71.0% were satisfied with the students' abilities (Muller, VanLeeuwen, Mandabach, & Harrington, 2009). Muller et al. reported satisfaction with communications skills (via computer, speaking, and writing) was

relatively low for both graduated students (47.7%, 38.4%, and 34.2%, respectfully) and current students (19.3%, 19.0%, and 26.5%, respectfully). Although technical skills are required for hospitality positions, communication skills are also needed for industry success; students may not be achieving an adequate level of these critical skills in their academic programs.

Scott, Puleo, and Crotts (2007) examined hospitality and tourism requirements for programs housed in university and college business schools in the United States. Twenty-eight Association to Advance Collegiate Schools of Business (AACSB) accredited programs were included in the study to determine similarities and differences. The average AACSB accredited program combined approximately 13 credits of general study with courses distributed between a business core and concentration in hospitality and tourism (14 and 10 credits respectfully); 21 programs requiring marketing, managerial and cost accounting as business core courses for hospitality and tourism majors (Scott, Puleo, & Crotts, 2007). Scott et al. explained that while there are no universal standards governing course offerings and requirements of AACSB School hospitality and tourism programs represented, credit distribution among core competencies and major course requirements included in the students' program of study are consistent across all schools surveyed.

Ehiyazaryan and Barraclough (2009) examined the incorporation of employment-based skills through a designed learning model (Venture Matrix) as a curriculum enhancement to better promote graduates' employability. A questionnaire was administrated to 49 business and technology students; additional focus group interviews were conducted with 17 students. The students' abilities to both utilize and discuss their skill development showed academic improvement and highlighted the skills and knowledge established through their design-centered work experiences (Ehiyazaryan & Barraclough, 2009).

Blake and Worsdale (2009) examined the impact students' part-time work had on their academic success, and if skills obtained during these experiences would qualify for academic credit. A questionnaire was distributed to approximately 1,715 full-time UK business school students, and 342 questionnaires (20% response rate) were returned. The surveyed students worked part-time, mainly in hospitality 21.9% (bars, restaurants, and hotels), supermarkets 21.1%, and retail stores 21.1%. The top six skills utilized during part-time work experiences were team-work (85.3%), customer care (78.4%), communications (77.1%), cash handling (66.2%), problem solving (47.6%), and sales (44.2%). The findings showed part-time work increased students' knowledge and skills, and developed both their personal and social competencies within the business setting, which should be a welcomed addition to a business school's curriculum (Blake & Worsdale, 2009).

Education and Industry

Tesone (2002) explored the separation of education and practice in hospitality by examining graduates' specifically learned management skills. By focusing on graduates' acquired management skills through learning system approaches, comparisons were made based on educational models, including the learning process, systematic approach, and holistic learning. Undergraduates should be taught management skills through a combination of educational methods, allowing for learning to occur at various levels of consciousness, and promoting the use of outcome assessments linked to management skill development and future application (Tesone, 2002).

Millar, Mao, and Moreo (2011) examined both hospitality and tourism educators' and industry professionals' views and perceptions about competencies taught in undergraduate programs in the United States. Twenty educators and professionals (9 representing food and

beverage and 11 representing lodging) completed the study, which combined in-depth interviews and a panel discussion. The food and beverage representatives (educators and industry professionals) agreed on needed competencies. However, gaps in agreement were found between the lodging representatives, most notably in the areas of communications, customer service, and understanding of general operations (Millar, Mao, & Moreo, 2011).

Kilcrease (2011) explored business school faculty opinions regarding business advisory boards. A web-based questionnaire was used to survey faculty from 395 AACSB accredited colleges nationwide, attaining a response rate of 15.0% ($N = 1,642$). Communication and understanding challenges were encountered during the study; 70.0% of faculty did not participate in or deal with advisory boards at their schools and 60.0% had never received information concerning board activities. Forty-seven percent ($n = 439$) acknowledged some challenges with advisory boards. The three main challenges included increasing meaningful work (an ability to solve important problems) (30.0%), increasing business representative diversification (various business entities) (27.0%), and improving relations between board and faculty members (20.0%) (Kilcrease, 2011). Faculty members who played an active role on the board held different opinions than faculty members who had not been afforded the same opportunity. Thus, continued or increased faculty involvement can lead to better communication and more favorable faculty perceptions.

Leiper, Hobson, and Lewis (2007) explored individual differences among professionals in the hospitality and tourism industry to help resolve misunderstandings between academic and industry professionals. The authors' direct observations and previous experiences were utilized in this study. The authors noted six domains where differences occurred: first industry position held, theories and practices (as related to primary work responsibilities), questioning and

doubting (as related to job functions), research, primary responsibilities, and education and training. Educators and industry professionals, though different, work broadly in conjunction with each other in the same industry; they may not be in direct cooperation, however they need to realize their differences and together support their shared ideals and values (Leiper, Hobson, and Lewis, 2007).

Fournier and Ineson (2011) examined industry representatives' perceptions of foodservice internship competency evaluations in Switzerland. Questionnaires were distributed to members of the Swiss Restaurant Managers Association and the Swiss Maitre d'Hotel Association (representing internship supervisors); 72 usable questionnaires were received, with a 30.0% response rate. The internship supervisors included in the study ranked an intern's personal skills (trustworthiness, positive attitude, personal hygiene and communication) on a five-point Likert-type scale (5 = very important, to 1 = unimportant) with mean values between 4.74 and 4.85 over an intern's technical skills (knowledge of food service and beverage service methods) with mean values of 4.24 and 4.28 upon entry into the internship experience (Fournier & Ineson, 2011). It was recommended that educational institutions increase their focus on identified student skills and competencies to improve student success in both internships and entry-level career positions.

Chen and Gursoy (2007) studied leisure, recreation, and tourism students' expectations and experiences compared to individuals currently holding full-time positions. The researchers conducted initial and follow-up interviews with a select group of stakeholders, including three professionals (two business members and one faculty member) and four current students. Student experiences were similar to the ideals expressed by the professional members, and both groups believed current academic structures lead to adequate field preparation (Chen & Gursoy,

2007). Both groups were in agreement that academic programs need to prepare students for unexpected situations they will encounter throughout their careers.

Conclusion

Researchers have studied the positive and negative effects work experiences have on students world-wide, yet few studies (Jogaratnam & Buchanan, 2004; Kozar et al., 2005) have focused solely on hospitality students in the United States. Previous studies that have highlighted benefits and presented issues affecting students have been inconclusive. Student perceptions change once he/she has experience in the hospitality industry (Richardson, 2008) and managers note that graduates need industry experience (Raybould & Wilkins, 2005; Tesone & Ricci, 2005). The modern educational environment is ever changing with increasing demands of and from students; faculty and industry professionals should understand the relationship between students' academic and professional experiences, especially considering the potential for long-term effects on turnover.

The current study included hospitality students and graduates in the United States who worked while completing their degrees, providing a comprehensive examination of the benefits and challenges faced academically and in the workplace. Previous research included few studies examining U.S. hospitality education; the current study helps to fill that void as well as provides information and supplements research on stakeholder perceptions. Hospitality students and hospitality graduates were compared in this study, by comparing career plans, job achievement expectations, and perceptions of professional future; whereas, previous research, as noted in this review, examined stakeholder perceptions, but was limited mainly to the industry manager's viewpoint. Results of this study can be utilized by both academic and industry stakeholders,

suggesting the need to work together to benefit hospitality students, which are the future of the industry.

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CHAPTER 3. METHODOLOGY

Introduction

This research study was designed to examine whether students' work experience/s, while in school had potential influence on career plans, job achievement expectations, and perceptions for the future. The study incorporated a web-based questionnaire targeting two groups. One group was comprised of senior-level hospitality management students and the other involved graduates (alumni) from participating hospitality management programs. Results and analysis from these two groups allowed each research objective to be met. The study was established to determine the benefits and challenges for hospitality students working while completing their degree programs in the following areas:

- Academically-related (both inside and outside of the classroom).
- Job achievement expectations and as a job applicant (impact of experience and the resume and interviews).
- Preparation and perceptions for his/her chosen career (presence of knowledge and skills for success).

Use of Human Subjects

Prior to contact with human subjects, the Iowa State University Human Subjects Exempt Study Review Form was submitted to the Institutional Review Board (IRB) with proposal information, specifically the methods and instruments to be utilized in this study. The researcher completed the Human Subjects Research Assurance Training required by Iowa State University (ISU). The Institutional Review Board declared this study exempt from the requirements of human subject protection regulations. The exemption letter can be found in Appendix A.

Research Design

The research design included a more quantitative approach to answer the research study's objectives. A questionnaire was utilized to gather data about the potential respondents' academic and employment backgrounds within the hospitality industry. Also, the respondents' perceptions of any potential benefits or challenges were assessed regarding the relationship between academics and work experience.

Participants

The population for this research study included current senior-level students and graduates (alumni) of hospitality management baccalaureate degree programs throughout the United States. Hospitality programs were identified using the web-based *The Guide to College Programs in Hospitality, Tourism, & Culinary Arts* (ICHRIE, n.d.). The guide, written and maintained by the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE), was established to globally promote hospitality programs to interested stakeholders. To participate in the study, the program had to be located in the United States and have a four-year degree program. The researcher identified a total of 151 programs meeting these criteria (see Appendix B).

Potential Programs

The total number of programs identified were stratified into the four regions (federations) of ICHRIE in the United States (Northeast, Southeast, Central, and West) and organized alphabetically (see Appendix C). In the four strata (regions) on the compiled list, every second program was selected and invited to participate; this reduced the original list by almost half (49%), for a total of 75-invited program (later reduced to 69). The original federation representations (percentage of the total) were maintained in the reduced selection, including 24

programs from the Northeast (original = 31.8%, and stratified = 32.0%, respectively), 20 Southeast Federation programs (26.5%, and 26.7%, respectively), 17 Central Federation programs (23.2%, and 22.7%, respectively), and 14 West Federation programs (18.5%, and 18.7%, respectively). One challenge that occurred was confirming the complete accuracy of the hospitality program on the stratified list prior to contact with the department chair or program director. When a more detailed review of each program was done, six additional programs were removed because they did not meet the four-year degree requirement.

The researcher contacted department chairs and directors of the selected 69 programs, requesting to use their program in the study (see Appendix D). Brown (2011) conducted a study utilizing only ten university programs from a total of 121 invited to participate (8.26% original program response rate) and noted the challenges of gaining hospitality program participation. Attempts were made to address these challenges in the current study by personalizing emails, reducing spam, and establishing email procedures, including follow up communication. Dillman, Smyth, & Christian (2009) suggested each email be as personalized as possible to establish a connection with each potential respondent. Emails to all program contacts were sent individually to reduce the likelihood of the request being flagged as spam.

Based on current recommendations, procedures were established to ensure each contact received the same general message and request. Additionally, specifics regarding follow-up emails and the handling of emails that were returned undeliverable were established (Dillman, Smyth, & Christian, 2009). The contact procedures were as follows:

- A list of contact persons (department chair or program director of each program) was developed, including name, title/position, and email address for each individual.

- Each department chair or program director received a separate (individual) email, and his or her name was included in the header of the message.
- Each email included the same message, with additions about previous meetings or contact between the researcher and the contact person included in the first two sentences.
- Two department chairs were contacted and asked their opinions on how the subject (title) of the email should read so that it had the best opportunity of being opened and read.
- Initial emails were sent out on a Friday, purposely avoiding the busy days of the workweek.
- A follow-up or reminder email was sent on the seventh business day, a Tuesday avoiding the beginning of the week while being different than the original day. This email included the original email underneath the reminder email (see Appendix E).
- Any email returned as undeliverable was screened for incorrect information and/or follow-up review of the program's website to see if the contact person changed. If changed, the new contact was sent an original email.
- Any questions or concerns were addressed as needed.
- All individuals who declined received responses and were thanked for their time and consideration.

Agreeable Programs

The department chairs or program directors were contacted from the final 69 identified hospitality programs. Of all programs agreeing to participate, chairs or directors from 16 of the programs replied to the initial email within four days (includes weekend), which includes ten that replied on the same day the email was received. Only two programs where a reply was received in the initial four-day window were not able to participate in the actual study.

As mentioned previously, the follow-up email was sent (on the seventh business day) to all chairs and directors who did not respond to the initial email. This email included a new standardized letter above the initial sent information (including record of day and time of original email). The follow-up email generated another eight positive responses within two days (including half on the same day) and four declining responses. In all, eight programs declined participation by responding to the emails sent to them and included a personal explanation of their decision. The program response was 31 out of the 69 programs invited or a 44.9% response rate.

Alumni challenges. Many chairs and directors documented their willingness to help, but could only offer distribution to their senior-level students. The top three reasons included no explanation given, no access to alumni information, and another department controlled alumni data. Just over half of the participating programs distributed the information to their alumni and only two (documented via email communication) distributed to alumni through a formal process that included the filing of application and approval forms at one university.

Institutional review board additional reviews. Four programs agreed to participate in the study pending their own college or university's IRB review process. One additional program notified the researcher about the need for a review only after the survey distribution began. In all five cases, the researcher made contact with a representative on the school's IRB to ensure the specific process and requirements unique to that institution were followed for a proper (in some cases expedited) review. Final approval was received from all five schools requiring their own review and each program participated in the study. Only two program chairs commented they did not need any additional IRB review because the study was approved previously by ISU. The majority of agreeable programs mentioned nothing in their communication, though ISU IRB

approval was acknowledged (including reference number) in the initial contact email with all programs.

Potential Respondents

Students at the senior level and graduates from the agreeing programs were invited to participate in the study. Department chairs and directors were asked to supply the name/s of faculty teaching senior level students and the representative having access to the contact information for graduates. Many of the chairs and directors chose to be the main contact for their program (students and graduates) and handled all future communication personally. Faculty members were contacted and asked for their assistance with survey distribution in an attempt to reach all participating programs' senior-level students, only when the chair or director identified them. The program's representative (for graduates) was contacted and his/her assistance was requested, if it was not the chair or director. Arrangements were made with the contact representative to send the initial invitation email and, if possible, a follow up email to all identified graduates.

Questionnaire

A web-based questionnaire designed to gather data on academic experiences, employment opportunities, career expectations, and general preparation and perceptions was developed for the study. The questionnaire content, including web design, pilot study, questionnaire distribution, and data analysis are discussed below.

Questionnaire Content

The questionnaires were divided into five sections for both senior-level students and graduates, which were developed based on the review of literature. Copies of the final online questionnaires are included for senior-level students (as Appendix F) and graduates (as Appendix

G), which included the required consent form letters. The first section included initial qualifying and demographic questions. Additionally, information about the respondent's academic and work experience while a full-time student was gathered. Demographic questions included age, gender, educational degree completed, year degree completed, and current employment status.

The second section gathered information relevant to the respondent's academic and work background both currently (for students) and as a student (for graduates). It examined the respondent's current academic work and volunteer experiences, or similar experiences while completing the bachelorette degree. Specific work and volunteer experience was determined based on position/s worked, weekly hours, and overall commitment to the activities.

The third and fourth sections addressed the respondent's perceptions of his/her academic and employment experiences while a student, during a job search, and at their first and/or current jobs post-graduation. Section four included items answered on a five-point Likert-type scale (scale anchors are as follows: 1 = strongly disagree, and 5 = strongly agree). The final section allowed the respondent to include specific opinions through a series of probing open-ended questions. Beliefs concerning academic and industry work experiences were addressed in this section.

Web-based design. SurveyGizmo™ software was used to implement and host the web-based questionnaire through the College of Human Sciences Office of Distance Education and Educational Technology at Iowa State University. SurveyGizmo™ allows the questionnaire designer various personalized options, including customizable page look, multiple response options, and inclusion of written response information. An initial access page provided a short explanation describing the survey and disclosed the confidentiality information per IRB standards for all participants. Respondents were asked to agree to voluntarily participate in the

survey using an informed consent document, provided in a cover letter read prior to completion of the survey (included in Appendix F & G).

Some specific design elements included the orderly presentation of questions, additional questions as needed, and number of responses was controlled. Questions relating directly to work experience while a student were only displayed to respondents answering they had indeed worked while they were a student (in an earlier question). It is recommended respondents be able to select only one response for each item on the perspective question scales (DeVellis, 2012). Based on current recommendations, respondents were not forced to answer each question before moving on to the next question and section (Dillman et al., 2009). Open-ended questions were incorporated into the final page of the survey and utilized open fields for participants to write as much or as little as they liked. To ensure anonymity of the data collected from each respondent, the Internet Protocol addresses were not tracked or linked to a specific response.

Pilot Study

Five educators who have experience in questionnaire development reviewed the proposed questionnaire. Revision suggestions were implemented to improve the questionnaire prior to pilot testing. Pilot testing is considered essential for the success of a survey and helps ensure individuals in the sample are capable of completing it (Creswell, 2012). Pilot testing of the questionnaire was conducted with hospitality management students ($n = 30$) and hospitality graduates ($n = 26$); seniors and graduates were from one program not selected on the stratified list and junior-level students (thus not included in the study) were from a program that was included (see Appendix H & I). The purpose of the pilot study was to determine clarity of statements and potentially problematic open-ended questions on the questionnaire. Pilot study participants were asked to complete a short evaluation form (see Appendix J). The instrument

was checked for face validity by analyzing pilot test responses; adjustments in questionnaire content and format were made to the final questionnaire design. Content validity was examined and confirmed by the selected educators prior to pilot testing.

Respondents of the pilot test included 30 hospitality management students and 26 graduates. The average time to complete the survey as reported during the pilot test was under 13 minutes (11.5 minutes for students and 12.25 minutes for graduates respectively). Common themes of information provided on the feedback form included the need to clarify some words/questions and address confusing language. These suggestions were reviewed and clarification was added to six questions. Some adjustments were also made, including:

- Removal of a question that was included twice on the student questionnaire
- Removal of descriptor wording that created a double-negative context in a set of questions
- Adjustment to one question that allowed the option of multiple responses on the graduate questionnaire
- Addition of question numbers

Questionnaire Distribution

Once participating higher education programs were identified, the researcher worked with the designated contact person, who was often the program chair or director. Through the program contact/s, potential study respondents received an informational paragraph including the hyperlink containing the web-based questionnaire (see Appendix K). Each potential respondent was directed to the questionnaire by clicking on the URL link provided.

Throughout the survey collection period the researcher maintained contact with each program's contact representative in the attempt to achieve a successful study and overall

response. Direct contact with the participating program's students and alumni was not conducted. Thus, even though Dillman et al. (2009) recommend a series of follow-up emails with potential respondents, that method was not feasible in this study. Recommendations for follow-up contact includes a first follow-up email sent within a week of the initial email contact and a second follow-up which should be sent out seven to ten days after the first follow-up (Dillman et al., 2009). However, this was modified because only contact with the program's contact representative occurred throughout the study; thus, follow-up email reminders were sent to the contacts who were asked to send out a reminder to their students and/or alumni. The researcher was able to confirm with each program's contact representative that the study's information and hyperlinks were distributed to the targeted students and/ or alumni of all participating programs.

Data Analysis

Analysis was completed using JMP 10 Statistical Discovery Software. Before conducting any analysis, frequencies for all variables were evaluated and cleaned, as needed, to adjust for any miscoding. All questionnaire responses, whether complete (all questions answered) or incomplete (partial completion, answering more than just the initial demographic questions), were included in the final results. Descriptive statistics, including frequencies, means, and standard deviations were computed. Analysis of variance (ANOVA) was used for comparisons of means. Chi-square testing was conducted to determine if any of the differences between student and graduate responses were significant and were appropriate for further examination. All responses to open-ended questions were compiled. The open-ended responses were not analyzed in the completion of the two articles included in this dissertation consistent

with the objectives set forth for this study. All raw data (not cleaned for spelling or grammar) responses have been included (see Appendix L).

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CHAPTER 4. WORKING AS A STUDENT: THE BENEFITS AND CHALLENGES ENCOUNTERED

A paper to be submitted to the *Journal of Hospitality & Tourism Education*

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Abstract

The purpose of this study was to determine both the positive and negative aspects of work experiences impacting hospitality students while completing their academic degrees. A nationwide sample of senior-level hospitality students and hospitality graduates from thirty-one leading programs participated in this survey research. The students and graduates identified their educational experiences and common types of work experiences; the impact of these experiences on their academic performance, advancement expectations, and career preparation. Statistically significant differences were found between students and graduates, providing a foundation for understanding overall work experiences and the benefits and challenges faced by students.

Keywords: Benefits, challenges, hospitality education, work experience

Introduction

Student work experience has long been viewed positively by industry stakeholders, and therefore has been incorporated into most U.S. hospitality undergraduate programs; many programs require experience in addition to internship programs. Few researchers have examined the direct impact of gaining work experience or have identified the positive and negative aspects of working while completing a hospitality degree. Known issues related to student work experiences are stress (Jogaratham & Buchanan, 2004), decreased class attendance and study time (Kozar, Horton, & Gregoire, 2005), though the extent of these issues is unknown.

Students work for a variety of reasons; many are dedicated to securing a better job or career position upon graduation. Students are able to develop teamwork skills and experience

service quality delivery during hands-on work experiences; these are qualities that employers value in entry-level managers (Tesone & Ricci, 2005). Successful work or internship experiences can foster the development of positive and realistic expectations, leading to successful industry retention (Dickerson & Kline, 2008). Furthermore, these early experiences can influence future career progress and the desire to continue in the hospitality industry (Chuang, Goh, Stout, & Dellman-Jenkins, 2007; Kim, McCleary, & Kaufman, 2010).

The purpose of this study was to determine the benefits and challenges from work experiences impacting hospitality students while completing their academic degrees. A nationwide sample of senior-level hospitality students and graduates from leading programs identified common types of educational and work experiences; the impact of these experiences was examined by comparing student and graduate experiences. Specifically, this study identified both academic and work-related issues encountered by students and graduates, and how employment while enrolled as a student changed their experiences and perceptions of the hospitality industry.

Literature Review

Hospitality Students and Their Work Experiences

Hospitality students become employed while earning a degree for a variety of reasons. Limited studies have been conducted to assess the benefits and challenges of concurrently being employed in the hospitality industry and completing academic coursework. Some benefits and challenges of working have been identified, along with the need for academic program support. Kozar, Horton, and Gregoire (2005) surveyed a class of hospitality students ($N = 53$) to determine if working while enrolled in classes had positively or negatively affected class attendance, hours spent studying, and participation in social activities. The authors examined the

correlations between student variables including attendance, grades, study time, and work time. The authors noted that when students' work hours increased, their study time and time spent attending classes decreased, offering practical understanding of the industry though no statistically significant differences were noted (Kozar et al., 2005).

Barron and Anastasiadou (2008) examined part-time work habits of hospitality and tourism students ($N = 232$) at a Scottish university. Thirty percent of female students and 39.0% of male students worked 16-20 hours per week, and 39% of female students and 40% of male students worked 21 or more hours per week (Barron & Anastasiadou, 2008). Though students reported no challenges with this amount of work, the authors suggested that universities should create assistance programs offering flexible educational opportunities for students to balance work demands. Jogaratnam and Buchanan (2004) utilized in-class surveys and explored potential effects of stress on hospitality students ($N = 138$) working part-time in industry positions. Participating hospitality students who were female, freshmen, or worked full-time had greater exposure to stress factors compared to their peers; while in general, all participating students acknowledged they had too many things to do, too much responsibility, and struggled to meet their own academic standards (Jorgaratnam & Buchanan, 2004).

Reasons to Work

Students' work while enrolled in school for a variety of reasons including skill development, competence enhancement, completion of education requirements, and earning money. Tesone and Ricci (2005) surveyed current hospitality lodging managers throughout Central Florida ($N = 156$) to determine the knowledge, skills, and abilities entry-level hospitality employees should possess. The highest rated employee attributes (1= poor, to 5 = excellent) for entry-level positions were knowledge of professional appearance standards ($M = 4.43$), ability to

work as a team ($M = 4.57$) and pride in satisfying customers ($M = 4.31$) (Tesone & Ricci, 2005). The authors reported that lodging managers believed the most successful competencies for entry-level managers were teamwork, communication skills, and customer service, which are often developed through hands-on work experiences (Tesone & Ricci).

Fournier and Ineson (2011) examined industry representatives' perceptions of foodservice internship competency evaluations in Switzerland. The internship supervisors rated interns' personal skills and characteristics (e.g. trustworthiness, positive attitude, personal hygiene and communication) on a five-point Likert-type scale (1= unimportant to 5 = very important) with mean scores between 4.74 and 4.85, as compared to interns' technical skills (knowledge of food and beverage service methods) with mean values of 4.24 and 4.28 (Fournier & Ineson, 2011). In other words, industry representatives rated interns' personal skills as more important than their technical skills upon entry into an internship experience. Chen and Gursoy (2007) studied leisure, recreation, and tourism students' expectations and experiences compared to individuals currently holding full-time positions, interviewing both professionals and students. Both groups believed current academic structures lead to adequate field preparation, and student experiences met the expectations of the professionals (Chen & Gursoy, 2007).

Dickerson and Kline (2008) investigated the benefits of a cooperative experience on hospitality students' early career retention by comparing three programs offering various internship work requirements, with and without classroom components and academic credit requirements. Although all three programs were different in structure and requirements, all had a positive impact on retention. At a time when the need for work experience may be more common, Aggett and Busby (2011) cited a decline in internship participation from 37.2% (in 2007-2008) to 10.4% (in 2012-2011) among UK undergraduate hospitality, tourism, and event

management students. Students ($n = 33$) indicated major reasons for not choosing an internship, including: already acquired experience, going to be completing their degree sooner, and no longer interested in working in industry, among others (Aggett & Busby, 2011). Although many reasons were given for working while a student, one that was specifically examined was financially related.

Financial support. Holmes (2008) examined UK honors degree students' ($N = 42$) work and academic experiences to determine the impact of work on academic standing. Students reported their top reasons for working were all financially related, with 36% reporting it contributed to their basic cost of living, and 31.0% reporting it provided extra/spending money (Holmes, 2008). Holmes (2008) found the majority of all participating students reported that their work requirements impeded their degree advancement, and many students reported a lack of available time to meet class demands.

Perhaps skills gained from work experiences are not as necessary as often suggested, especially if cultural norms are prevalent. Chan and Coleman (2004) identified hotel employees' necessary skills and competencies by surveying human resource managers ($N = 440$) in Hong Kong hotels. Managers rated professional attitude and honesty as the most important qualities needed, with a mean score of 3.68 on a four-point Likert-type scale (1 = strongly disagree, to 4 = strongly agree), and the least needed skill, leading people, with a mean score of 2.91 (Chan & Coleman, 2004). The authors suggested managerial or technical skills might not be a priority when looking for new employees in Hong Kong, though skills are always important irrespective of culture.

Challenges While Gaining Work Experiences

Decreased academic performance and increased stress often characterize students trying to balance school and work. Nonis and Hudson (2010) examined business students' ($N = 163$) study habits to determine the relationship between studying and overall academic performance (measured using cumulative grade point average). A statistically significant negative relationship was found between the amount of time students worked and academic performance; as work increased, academic performance during the semester decreased (Nonis & Hudson, 2010). Curtis (2007) also examined student perceptions of the potential effects part-time work had on U.K. students' university experiences ($N = 336$). Students acknowledged their jobs reduced studying time, yet relatively few (14.9%) thought work was directly detrimental to their overall education.

Robotham (2009) examined the impact of part-time work on full-time students, focusing on stress and other variables. A web-based questionnaire yielded 270 completed surveys, with 68.0% of the respondents having held a part-time job. The majority of students ($n = 217$) experienced negative aspects: completed less work and reading (67.0%), reduced leisure and social activities (67.0%), and concentration difficulty accompanying fatigue (53.0%) (Robotham, 2009). Forty-three percent believed that working while in school increased their stress levels, and 39.0% believed it reduced their ability to cope with stress (Robotham).

Tannock and Flocks (2003) studied community college students to determine the challenges this age group (18-25 year olds) encountered as workers and students. Interviews were conducted with 45 working college students who reported challenges, which included poor working conditions affecting educational studies, the need for extended time (beyond traditional timeframes) to complete their education, low paying jobs until they completed their educational

goals, an increase in dropout rates resulting in uncompleted degrees, and increased debt (Tannock & Flocks, 2003). Darmody and Smyth (2008) surveyed Irish higher education students to examine employment satisfaction. The national survey, part of the larger Eurostudent 2003/2004 Survey conducted throughout Ireland, had a response rate of 31.0% ($N = 390$). Of the full-time students surveyed, 60.0% held part-time jobs during the academic year. Full-time students who attended class more than 30 hours per week were twice as likely to be dissatisfied with their overall workloads when compared to those who attended classes less than 15 hours per week; and senior level students were 1.7 times more likely to be dissatisfied with overall workloads compared to students at other academic levels (Darmody & Smyth, 2008).

Curtis (2007) also examined U.K. university student perceptions of the potential effects part-time work had on the university experience ($N = 336$). Working students responded similarly when giving reason(s) they work: having the job looks good on a resume, enjoying the job, having debt, and having a social life at work, with 72% to 78% of the respondents selecting each reason (Curtis, 2007). While students acknowledged their jobs reduced studying time, relatively few (14.9%) thought work was detrimental to their overall education. Though challenges and stresses are often experienced by students working while completing their degrees, it is interesting to note that student challenges appear to be global issues, rather than national.

Future impact of challenges. Work, as well as personal experience, was found to influence students' career choices and preferences (Kim, et al., 2010). Though the impact is not fully understood, a student's negative work experience could potentially influence his/her outlook toward the hospitality industry. Chuang, Goh, Stout, and Dellman-Jenkins (2007) examined career choices and commitment of hospitality undergraduate students ($N = 360$),

finding that students early work experiences may build positive expectations and help them form career goals, possibly impacting retention over time.

Student Support from Educators

Perna (2010) studied college students' work habits and academic demands, highlighting that recent research suggests a trend toward increased student employment while completing degrees on all types of university and college campuses. Colleges and universities need to increase their support of working students and respond to the trend by developing curricular-related connections between employment and academic skills, and formally recognizing students' employment experiences in their programs of study (Perna, 2010). In a similar study, 28.0% of students ($n = 97$) deemed their internship experience positive even when asked to make suggestions for improvement; the majority of students still offered valuable suggestions for better academic institution and employer collaboration to improve the experience for all students (Rothman, 2007).

Carney, McNeish, and McColl (2005) examined the effects of students' physical health, mental well-being, and academic performance while working part-time. No significant effects were found despite students' belief that part-time work had a negative effect on academic performance, though slight health manifestations were reported based on the correlation between being in debt and needing to work. The authors recommended that schools increase time management training so students can learn to better balance work and school life, though students also need support in others areas of their lives commensurate with their career choices and work experiences (Carney, McNeish, & McColl, 2005). Wang, Kong, Shan, and Vong (2010) found students' work experiences enrich school life and social support networks;

however, students reported part-time jobs damaging to parent-child relationships—perhaps an effect of cultural uniqueness.

Many benefit and challenge effects have been presented in research reports, though few studies have directly examined hospitality students in the US. The present study was conducted to examine the benefits and challenges hospitality senior-level students and hospitality graduates experienced working while completing academic degrees. The following research questions were utilized in the investigation:

- What benefits and challenges does working in the hospitality industry, during college, have on students' academic performance and experience (both inside and outside the classroom)?
- How do the perceptions of currently enrolled hospitality students compare with the perceptions of hospitality graduates with respect to academic experiences, work experiences, advancement expectations, and career preparation?
- Do the benefits and challenges differ between students and graduates who worked out of necessity (pay bills, support family, and pay off school loans) from those who did not work out of necessity?
- Do the benefits and challenges of completing an internship for students and graduates differ from those who did not complete internships?

Methodology

Data were collected from senior level hospitality students and hospitality graduates from 31 programs throughout the United States. Two web-based questionnaires were utilized for the two groups (hospitality senior-level students and hospitality graduates). The research study was

reviewed and approved by the sponsoring university's Institutional Review Board prior to data collection.

Sample Selection

Sixty-nine of the U.S. hospitality programs listed on *The Guide to College Programs in Hospitality, Tourism, & Culinary Arts* (ICHRIE, n.d.) were invited to participate in the study, with 31 programs (44.9%) agreeing to participate. All programs listed in the ICHRIE published guide were stratified into four regions (ICHRIE U.S. membership federations); programs without a bachelor's degree program in hospitality management (or related field) were omitted and every second program remaining on the stratified list was invited to participate. All of the 31 program directors or department chairs allowed their senior-level students to participate, and 17 of the programs allowed access to their alumni database.

Web Questionnaires

Two web-based questionnaires were developed based on the applications of previous research (Curtis, 2007) and a general review of literature. The questionnaires were reviewed by a five-member university faculty panel from a leading research institution and evaluated for clarity, content validity, and question appropriateness. A pilot test was conducted with a sample of 30 hospitality students and 21 graduates from two hospitality programs, which were not included in the final sample. The questionnaires were modified slightly for the final versions in response to the faculty panel and pilot test participants' comments.

Both questionnaires (student and graduate) included four main sections. Initial qualification questions were included along with basic demographic ones. The second section gathered information about academic and work experience backgrounds. The third and fourth

sections focused on the benefits and challenges of working while a student; the fourth section addressed future plans.

Contact with the program directors or department chairs and distribution of the web-based questionnaires followed the suggestions of Dillman, Smyth, and Christian (2009). Initial and follow-up contact attempts were made with each of the selected programs and announcements of the initial questionnaire launch (and follow-ups) occurred during the five-week data collection period. All contact was made directly between the primary researcher and participating program directors (or department chairs) or their designated representative (faculty member and/or administrative assistant) who distributed the information (introduction/informational paragraph) and web-link to the students and graduates of their respective programs.

Analysis

The statistical package JMP 10 Statistical Discovery Software was utilized for all data analyses. Descriptive statistics (including frequencies, means, and standard deviations) were calculated. One-way Analysis of Variance (ANOVA) was utilized to compare mean scores between students and graduates, and also between those who needed to work and those who desired to work.

Results

The total number of respondents for the two questionnaires was 717 (409 senior-level students and 308 graduates) from all participating programs (see Table 4.1). The majority of both groups were female (77.2% and 66.1% respectively). The majority of senior-level students were between 21-25 years old (85.8%) and the majority was planning to graduate in 2013

(77.3%). The majority of graduate respondents were 30 years old or younger (63.8%) and graduated between 2007 and 2012 (55.6%).

The primary academic degree focus for both groups was hotel/lodging administration or management (32.8% and 45.3% respectively). Seventy-two percent of students and 71.9% of graduates reported their earned grade point averages (GPA) were 3.01 or above on a 4.0 scale, while 82.8% of students and 86.7% of graduates reported taking, on average, more than 13 credits per academic semester or quarter-term based (equaling full-time student status). The majority of both groups (80% and 80.9%, respectively) completed an internship, whether required or voluntary; although 14.3% (of the 80.9%) of the graduates reported their internships were voluntary, compared to only 5.7% (of the 80%) of the current students. Some graduates (19.1%) reported they did not complete an internship, while only 4.0% of current students reported they were not planning to complete an internship, potentially indicating the transition programs have made for required internships as compared to voluntary internships.

Defining Work Experiences and Reasons for Working

Beyond internships, the majority of both groups (87.5% and 87.0%, respectively) were employed, not including internships, during their undergraduate degree programs (see Table 4.1). Thirty percent of the students, and 45.4% of the graduates worked during all four (or more) years of their undergraduate programs. The majority of students (61.1%) and graduates (72.0%) were employed part-time (less than 40 hours per week), though 18.0% of students and 7.6% of graduates worked full-time (40 or more hours each week). The majority of students (56.0%) and graduates (63.4%) worked 11 to 30 hours per week during a typical seven-day week while 23.3% of the students and 17.0% of the graduates worked more than 30 hours per week. The majority of students (61.4%) and graduates (66.0%) reported that their major reason for working was the t

need to work (pay bills, support family, and/or pay-off school loans) as compared to the desire to work (gain experience and/or increase knowledge). Based on the results, the hours worked by current students has increased from the hours worked by graduates.

Academic and Curricular Challenges

Students and graduates were asked to rate the effects of their work experiences on attendance, academics, and extra-curricular activities via a five-point Likert-type scale (1= very negatively to 5 = very positively). Students (24.2%) and graduates (15.1%) reported their work experiences negatively impacted their class attendance (see Table 4.2). Students and graduates reported that work experiences negatively impacted class preparation (47.1% and 44.7%, respectively). Students reported their work experiences had some negative effect on their course grades and GPA (30.2% and 33.6%, respectively).

Working while attending school decreased participation in department-related functions, for 39.6% of the students and 27.6% of the graduates reporting negative effects. Students (45.1%) and graduates (31.6%) reported work experience had a negative effect on their participation in university events or activities. Overall, 22.7% of the students reported their work experiences had a negative effect, while 43.7% reported no effect, and 33.6% reported a positive effect. Fewer graduates than students reported negative effects (9.4%); as a percentage those reporting no effect (44.4%) from working were similar in number to students (43.7%). More current students reported negative effects of work experience on academic-related components than graduates.

Contributions of Experience and Challenges Confronted by Working Students

An analysis of variance (ANOVA) determined significant mean score differences between student and graduate responses concerning the experience of working while enrolled as

a student. Significance was set at the .05 level as recommended by Hair, Black, Babin, Anderson, and Tatham (2006). Contributions from work experience, academic coursework, internship experiences, and the combination of all three toward future career were examined (see Table 4.3). There was a statistically significant difference, $F(1, 617) = 29.02, p < .001$, between students' and graduates' mean scores regarding the contributions of work experience toward preparations for future work in the hospitality industry. Contributions from work experience for students ($M = 4.61, SD = 0.80$) had a statistically significant higher mean score than graduates ($M = 4.23, SD = 0.92$). The value of an internship experience in preparation for work in the hospitality industry as perceived by students and graduates, expressed as mean scores, was significantly different, $F(1, 604) = 29.98, p < .001$; contributions from internship experience for students ($M = 4.43, SD = 0.88$) had a statistically significant higher mean score than graduates ($M = 3.94, SD = 1.01$). There was also a statistically significant difference, $F(1, 609) = 21.01, p < .001$, between the mean scores of students and graduates in regards to the contributions of all three (work experience, academic coursework, and internship experiences) towards preparations for future careers in the hospitality industry; contributions from all three for students ($M = 4.44, SD = 0.79$) had a statistically significant higher mean score than graduates ($M = 4.14, SD = 0.85$).

Both students and graduates displayed similar ratings, though not statistically different, on progress toward degree completion. Students' and graduates' personal motivations ($M = 4.31$ and $M = 4.03$, respectively) and academic performance ($M = 4.37$ and $M = 3.99$, respectively) were positive toward final degree completion. Students and graduates rated money/finances, work obligations, family obligations, academic advising, and personal relationships as either a 3 or 4 indicating either neutral or no effort, or a positive effect on degree completion. Health

issues were less of an issue toward degree completion for both students and graduates ($M = 2.98$ and $M = 2.97$ respectively).

Reasons for working. Both students' and graduates' reasons for working while studying in college were examined. There was a statistically significant difference, $F(1, 562) = 7.44, p = .01$, between students' and graduates' mean scores linked to "paying for tuition and other bills" as a reason for working. "Paying for tuition and other bills" for students ($M = 3.78, SD = 1.20$) had a statistically significant higher mean score than graduates ($M = 3.49, SD = 1.33$). A statistically significant difference, $F(1, 560) = 14.45, p < .001$ between students' and graduates' mean scores for "gaining knowledge, skills, or experience" as a reason for working while a student was also identified; "gaining knowledge, skills, or experience" for students ($M = 4.35, SD = 0.78$) had a statistically significant higher mean score than graduates ($M = 4.08, SD = 0.89$). There was also a statistically significant difference, $F(1, 561) = 20.94, p < .001$, between mean scores of students and graduates regarding "needing to support my family" as the reason for working; "needing to support my family" as a reason for working for students ($M = 2.55, SD = 1.22$) was statistically significant higher in mean score than graduates ($M = 2.11, SD = 1.02$), though both groups rated quite low "needing to support my family" as a reason for working while in college.

Challenges experienced. Both students and graduates rated "completing boring tasks" ($M = 3.29$ and $M = 3.00$, respectively), "lacking advancement opportunities" ($M = 3.47$ and $M = 3.13$, respectively), "dealing with unpleasant customers" ($M = 3.45$ and $M = 3.21$, respectively), and "cooperating with supervisors" ($M = 3.22$ and $M = 3.12$, respectively) between a 3 and 4, indicating a neutral or no effect to a positive effect for work-related issues faced by both groups working while completing degrees. All four concepts also showed an increase in agreement

from current students to graduates, though only showing practical significance. Both groups disagreed with “inability to relate to coworkers” as a work-related issue ($M = 2.25$ and $M = 2.18$, respectively).

Academic-related issues faced by working students were examined for both current students and graduates. For students all five-response categories scores were between 3 and 4 indicating a neutral to positive agreement and each issue (category) had significant differences when comparing the scores of both groups. There was a statistically significant difference, $F(1, 567) = 9.19, p = .0025$, between students’ and graduates’ mean scores associated with “meeting their own academic standards” as an academically related issue. “Meeting their own academic standards” for students ($M = 3.57, SD = 1.08$) had a statistically significant higher mean score than for graduates ($M = 3.29, SD = 1.12$). A statistically significant difference, $F(1, 567) = 14.11, p < .001$, between students’ and graduates’ mean scores for “balancing work and school” as an academically related issue was also noted; the “balancing work and school” for students ($M = 3.82, SD = 1.07$) had a statistically significant higher mean score than for graduates ($M = 3.47, SD = 1.15$). A statistically significant difference, $F(1, 564) = 37.95, p < .001$, between students’ and graduates’ mean scores for “dealing with school stresses” was found as an academically related issue; “dealing with school stresses” for students ($M = 4.06, SD = 0.92$) had a statistically significant higher mean score than for graduates ($M = 3.54, SD = 1.08$). A statistically significant difference, $F(1, 561) = 21.04, p < .001$, between students’ and graduates’ mean scores were also found for the “inability to attend extracurricular activities” as an academically related issue; “inability to attend extracurricular activities” for students ($M = 3.60, SD = 1.14$) had a statistically significant higher mean score than graduates ($M = 3.15, SD = 1.17$). Finally, there was also a statistically significant difference, $F(1, 565) = 24.26, p < .001$, between the mean

scores of students and graduates regarding “earning grades lower than desired” as an academically related issue; “earning grades lower than desired” for students ($M = 3.28$, $SD = 1.20$) was statistically significant higher in mean score than for graduates ($M = 2.78$, $SD = 1.15$). To summarize these results, in comparison to graduates, students perceived that work experience led to challenges related to academic performance, stress level, and keeping a balance between school and work.

Reasons for Working and Challenges Experienced by Primary Reason

A one-way analysis of variance (ANOVA) was utilized to determine significant differences based upon the responses of those reporting they needed to work (need group) and the responses of those who reported they had a desire to work (desire group) as their primary reason for working while a student (see Table 4.4). For this section, the responses of students and graduates were combined according to their primary reason for working. In preparation for future work in the hospitality industry, the contributions from internships and the contribution of all three (work experience, academic coursework, and internships) showed significant group differences. There was a statistically significant difference, $F(1, 556) = 5.86$, $p = .0158$, between the need groups’ and the desire groups’ mean scores concerning the contributions of the internship experience toward preparations for future work in the hospitality industry. Contributions from internships toward future career for the need group ($M = 4.17$, $SD = 0.98$) had a statistically significant lower mean score than the desire group ($M = 4.37$, $SD = 0.86$). Additionally, there was a significant difference, $F(1, 559) = 6.17$, $p = .0133$, between the need groups’ and the desire groups’ mean scores regarding the contributions of all three factors toward preparations for future career in the hospitality industry. Contributions from all three for the

need group ($M = 4.25$, $SD = 0.89$) had a statistically significant lower mean score than the desire group ($M = 4.43$, $SD = 0.69$).

Reasons for working. All five response categories from “reasons for working while a student” were shown to have significant differences between mean scores for the need group and desire group. There was a significant difference, $F(1, 560) = 131.80$, $p < .001$, between the need groups’ and the desire groups’ mean scores for “paying for tuition and other bills” as a reason for working. “Paying for tuition and other bills” for the need group ($M = 4.08$, $SD = 1.11$) had a statistically significant higher mean score than the desire group ($M = 2.93$, $SD = 1.19$). A statistically significant difference, $F(1, 560) = 5.02$, $p = .0254$, between the need and desire groups’ mean scores for “earning spending money” as a reason for working was also found. “Earning spending money” for the need group ($M = 4.36$, $SD = 0.73$) had a statistically significant higher mean score than the desire group ($M = 4.22$, $SD = 0.74$). A statistically significant difference, $F(1, 558) = 46.03$, $p < .001$, between the need group’s and desire group’s mean scores for “gaining knowledge, skills, or experience” as a reason for working while a student was also identified. “Gaining knowledge, skills, or experience” for the need group ($M = 4.06$, $SD = 0.89$) had a statistically significant lower mean score than the desire group ($M = 4.54$, $SD = 0.64$). There was also a statistically significant difference, $F(1, 559) = 34.67$, $p < .001$, between the mean scores of the need and desire groups in regard to the reason of “needing to support my family” as the reason for working; “needing to support my family” as a reason for working by the need group ($M = 2.57$, $SD = 1.19$) was statistically significant higher in mean score than the desire group ($M = 1.99$, $SD = 1.00$), though both groups disagreed with “needing to support my family” as a reason for working. Finally, there was also a statistically significant difference, $F(1, 559) = 21.31$, $p < .001$, between the mean scores of the need and the desire

groups in regard to the reason of “socializing or making friends” as the reason for working; “socializing or making friends” as a reason for working for the need group ($M = 2.91, SD = 1.13$) was statistically significant lower than the desire group ($M = 3.35, SD = 1.06$).

Money/finances and work obligations affecting degree completion progress were shown to have neutral or slightly positive effects, though the desire group was affected more than the need group. There was a statistically significant difference, $F(1, 565) = 9.75, p = .0019$, between the need and desire groups’ mean scores associated with money/finances affecting the progress of degree completion. The effect of money/finances on the progress of degree completion for the need group ($M = 3.04, SD = 1.07$) had a statistically significant lower mean score than the desire group ($M = 3.31, SD = 0.77$). Additionally, there was a statistically significant difference, $F(1, 565) = 10.12, p = .0015$, between the need groups’ and the desire groups’ mean scores based on work obligations affecting degree completion progress. Work obligations for the need group ($M = 3.17, SD = 0.88$) had a statistically significant lower mean score than the desire group ($M = 3.40, SD = 0.80$).

Challenges experienced. “Dealing with unpleasant customers” showed similar mean scores by both the need group and desire group as the scores of students and graduates did. However, there was a statistically significant difference, $F(1, 556) = 10.13, p = .0015$, between the two groups’ mean scores in regard to “dealing with unpleasant customers”. “Dealing with unpleasant customers” was more an issue for the need group ($M = 3.46, SD = 1.07$), which had a statistically significant higher mean score than the desire group ($M = 3.16, SD = 1.10$). The “inability to relate to coworkers” as a work-related issue was not an effect (disagreement with) for either group, again similar to students and graduates ($M = 2.28$ & $M = 2.11$, respectively).

All five response categories of academically related issues faced by students in the need group were scored between 3 and 4 indicating a neutral to positive agreement and each issue had significant differences when comparing the scores of both groups. There was a statistically significant difference, $F(1, 565) = 11.51, p < .001$, between the need groups' and desire groups' mean scores in regard to "meeting their own academic standards" as an academically related issue. "Meeting their own academic standards" for the need group ($M = 3.57, SD = 1.04$) had a statistically significant higher mean score than the desire group ($M = 3.24, SD = 1.18$). A statistically significant difference, $F(1, 565) = 16.29, p < .001$, between need groups' and desire groups' mean scores for "balancing work and school" as an academically related issue was also identified; "balancing work and school" for the need group ($M = 3.82, SD = 1.04$) had a statistically significant higher mean score than the desire group ($M = 3.43, SD = 1.19$). A statistically significant difference, $F(1, 562) = 10.37, p = .0014$, between the need groups' and desire groups' mean scores for "dealing with school stresses" as an academically related issue was also identified; "dealing with school stresses" for the need group ($M = 3.94, SD = 0.97$) had a statistically significant higher mean score than the desire group ($M = 3.65, SD = 1.09$). A statistically significant difference, $F(1, 559) = 19.99, p < .001$, between the need groups' and desire groups' mean scores were also seen with "inability to attend extracurricular activities" as an academic-related issue; "inability to attend extracurricular activities" for the need group ($M = 3.57, SD = 1.15$) had a statistically significant higher mean score than graduates ($M = 3.12, SD = 1.15$). Finally, there was also a statistically significant difference, $F(1, 563) = 19.24, p < .001$, between the mean scores of the need group and the desire group in regard to "earning grades lower than desired" as an academically related issue; "earning grades lower than desired" for the

need group ($M = 3.23$, $SD = 1.19$) was statistically significant higher in mean score than the desire group ($M = 2.78$, $SD = 1.18$).

Additionally, the differences between respondents who had completed an internship and those who did not (combining students and graduates) were also examined. In a few response categories (preparation for work, progress toward degree, and issues faced), some statistical significance was determined between the two groups (see Table 4.4). Both those who completed an internship and those who did not rated the contributions of internships preparing students for future work in the hospitality industry as positive ($M = 4.29$ and $M = 4.00$, respectively).

Discussion and Conclusion

The results of this study examining the benefits and challenges of students working while completing their degrees demonstrated significant differences between hospitality senior-level students and hospitality graduates. The students' and graduates' ratings showing the benefits of gaining work experience supported the industry perspective that students obtain valuable knowledge and skills by working in addition to their program's curricular requirements (Dickerson & Klinne, 2008; Tesone & Ricci, 2005). However, challenges faced by students, including stress and decrease in attendance and study time, support hospitality-related studies previously conducted (Jogaratnam & Buchanan, 2004; Kozar et al., 2005). Unlike earlier hospitality-related studies, statistically significant findings were determined during this current study. These findings relate to and support the findings of previous studies not conducted with hospitality students, but with other student populations (Nonis & Hudson, 2010; Robotham, 2009; Tannock & Flocks, 2003).

The results of the study showed that more than 87% of both participating hospitality students and hospitality graduates were employed during their undergraduate degree programs,

in addition to any internships completed (involuntary or voluntary), while 30.0% of students and 45.4% of graduates in the study were employed during all four years of their programs. The majority of both groups worked between 11 and 30 hours per week, mainly in restaurant (39.2% and 47.6%, respectively) and lodging-based (21.4% and 19.5%, respectively) establishments. These high numbers of students working and how much they are working show the potential opportunity for current hospitality students to experience both benefits and challenges which may affect their current academic efforts, as well as impact their future career plans and retention in industry positions following graduation. Both groups (61.4% and 66.0%, respectively) reported the primary reason they worked was the need to do so, rather than having a desire to work. Holmes (2008) showed that students in the UK reported financially related aspects as the top three reasons for working.

Fewer than 25.0% of current students (and 15.1% of graduates) reported work experiences had a negative impact on their class attendance, and 47.1% of students reported work experiences impacted their class preparation. This supports the summary offered by Kozar et al. (2005), while providing significant results not reported in previous studies (Barron & Anastasiadou, 2008; Kozar et al., 2005). More than 30.0% of students and graduates reported their work experiences had some negative effects on their course grades and GPA's. These results support the recommendation that university programs develop and include assistance and support programs for students to help balance the demands of studying and work (Barron & Anastasiadou, 2008).

Both groups recognize the importance work and internship experiences have on the hospitality industry. Though both groups rated work and internship experiences as having a positive contribution to future work, students rated both significantly higher than graduates. This

is a possible indication that students are more optimistic about the benefits of working while graduates have experience to better assess the benefits from their experiences. Industry representatives look more favorably toward personal skills and competencies, often developed in an employment setting, over technical skills for hospitality interns (Fournier & Ineson, 2011) and entry-level lodging managers (Tesone & Ricci, 2005). “Gaining knowledge, skills, or experience” was the highest scored of the five response categories as a reason for working by students ($M = 4.35$) and graduates ($M = 4.08$), though the students’ rating was significantly higher than the graduates’, possibly suggesting the difference between student expectations and graduate reality.

Students’ and graduates’ mean scores showed some agreement with “completing boring tasks,” “dealing with unpleasant customers,” “lacking advancement opportunities,” and “cooperating with supervisors” as work-related issues—all potential challenges on the job. Though it is outside the scope of this study to determine the long-term impact of these and other potential challenges, researchers suggest that early negative experiences can be detrimental to future experiences (Chuang et al., 2007; Kim et al., 2010). Both students and graduates reported experiencing some agreement with academically related issues confronted in their work experiences, including “meeting their own academic standards,” “balancing work and school,” “dealing with school stresses,” “inability to attend extracurricular activities,” and “earning grades lower than desired.” In all five academic-related aspects, student means scores were significantly higher than the mean scores of graduates; all mean scores for this aspect of the study showed some agreement.

Many of the examined variables within the study may have been influenced by respondents’ primary reason for working (either the need to work or the desire to work). One of the expected findings included in the planning of the study was that students who needed to work

would have significantly different reasons for working when compared to the desire-to-work group. This finding was supported by all five reasons included for students working. An example was the need-group who worked to pay tuition and other bills to a greater extent than the desire group ($M = 4.08$ and $M = 2.93$, respectively), while the need-group worked to gain knowledge, skills, and experiences to a lesser extent than the desire-group ($M = 4.06$ and $M = 4.54$, respectively). Additionally, when asked about money/finances and work obligations affecting the progress of completing the degree, the need-group was affected slightly more than the desire-group in both response categories; the need-group ($M = 3.04$) was significantly lower than the desire-group ($M = 3.31$) based on the effect of money/finances, and the need-group ($M = 3.17$) was significantly lower than the desire group ($M = 3.40$) based on the effect from work obligations. Though the benefits derived from work experiences was shown as a positive for student development, based on the ideals of industry representatives (Fournier & Ineson, 2011; Tesone & Ricci, 2005), if students need to work they may be experiencing more challenges than those who have the desire to work.

In all five-response categories of academic-related issues faced by working students (meeting their own academic standards,” “balancing work and school,” “dealing with school stresses,” “inability to attend extracurricular activities,” and “earning grades lower than desired”), those who needed to work were affected significantly different than those who had the desire to work. These differences support the recommendations that hospitality (Barron & Anastasiadou, 2008) and other academic programs (Carney et al., 2005; Perna, 2010; Rothman, 2007) need to develop support for working students to deal with challenges, and provide help that may include time management training. By providing support programs for all students, regardless of the reason they work, hospitality programs can ensure students are receiving all the

benefits from work undertaken while reducing the challenges and potential negative impacts accompanying their experiences.

Compared to previous studies, this study offers a more comprehensive and nationwide overview of hospitality students' educational and work experiences, focusing on identifying and examining the benefits and challenges associated with working while completing an academic degree. The results demonstrated overwhelming benefits derived from work experiences; however, significant challenges were reported by both groups (current senior-level students and graduates) who participated in the study. Current students related more challenges emanating from their work experiences than graduates, highlighting the increase in obligations and financial stresses encountered by students today than in past years. While most stakeholders (academia and industry) agree work experience for students is beneficial, the challenges cannot be ignored.

Limitations and Future Research

Despite the significant results derived from this comprehensive study, it is not free of limitations. The sample included current senior-level students and graduates in the United States; thus, results may not be generalized to all hospitality students and graduates. Future investigators may want to consider expanding the sample to all levels of hospitality students, and also include other U.S. university hospitality programs not included in the current study. Benefits and challenges from work experiences based on gender or ethnic groupings could also be considered, which may allow for more specialized support programs targeting affected students.

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Table 4.1

Sample Characteristics and Work Experiences				
Variable	Hospitality students		Hospitality graduates	
	(<i>n</i> = 404-409)^a		(<i>n</i> = 303-308)^a	
	<i>n</i>	%	<i>n</i>	%
Gender:				
Male	92	22.8	104	33.9
Female	312	77.2	203	66.1
Age:				
18-20 years old	26	6.4	1	0.3
21-25 years old	350	85.8	104	33.9
26-30 years old	17	4.2	91	29.6
31-35 years old	9	2.2	37	12.1
36-40 years old	4	1.0	14	4.6
41 years or older	2	0.5	60	19.5
Graduation year:				
2014 and beyond	30	7.3	-	-
2013	316	77.3	-	-
2012	63	15.4	-	-
Between 2010 and 2012	-	-	98	32.2
Between 2007 and 2009	-	-	71	23.4
Between 2004 and 2006	-	-	39	12.8
Between 2001 and 2003	-	-	21	6.9
2000 and earlier	-	-	75	24.7
Degree:				
Hotel/lodging admin. or management	134	32.8	138	45.3
Restaurant management	78	19.1	33	10.8
Tourism	27	6.6	1	0.3
Sports and entertainment	13	3.2	34	11.2
Events management	66	16.2	70	23.0
General hospitality	54	13.2	0	0.0
Other	36	8.8	29	9.5
GPA:				
3.51-4.0	127	31.1	99	32.4
3.01-3.5	167	40.9	121	39.5
2.51-3.0	88	21.6	66	21.6
2.0-2.5	21	5.2	9	2.9
< 2.0	1	0.2	1	0.3
Don't know	4	1.0	10	3.3
Semester credits:				
More than 15	163	40.2	86	28.6
13-15	173	42.6	175	58.1
10-12	41	10.1	30	10.0
7-9	23	5.7	5	1.7

4-6	6	1.5	5	1.7
Completed internship:				
Yes, required	298	74.3	195	66.6
Yes, voluntary	23	5.7	42	14.3
Planning to complete	64	16.0	0	0.0
No plans to complete	16	4.0	56	19.1
Employed while a student:				
Yes	357	87.5	267	87.0
No	51	12.5	40	13.0
Years worked while a student: ^b				
4 or more	106	30	118	45.4
More than 3, but less than 4	69	19.5	55	21.2
More than 2, but less than 3	75	21.3	41	15.8
More than 1, but less than 2	62	17.6	23	8.9
Less than 1	41	11.6	23	8.9
Work experience: ^b				
Full-time ^(40 or more hours each week)	64	18	20	7.6
Part-time ^(less than 40 hours each week)	217	61.1	190	72.0
Seasonal ^(breaks: holidays and summer)	46	13	46	17.4
Internship/s only	17	4.8	3	1.1
Other	11	3.1	5	1.9
Hours worked: ^b				
40 or more per week	39	11.1	20	7.6
31-39 per week	43	12.2	25	9.4
21-30 per week	94	26.7	59	22.3
11-20 per week	103	29.3	109	41.1
1-10 per week	52	14.8	47	17.7
0 per week	21	6.0	5	1.9
Primary reason for working: ^c				
Need	202	61.4	161	66.0
Desire	127	38.6	83	34.0

^a*n* varies due to non-response

^b(*n* = 352-355 for students and *n* = 260-267 for graduates) only employed were asked

^c(*n* = 329 for students and *n* = 244 for graduates)

Table 4.2

Academic and Curricular Benefits and Challenges

Variable	Hospitality students (<i>n</i> = 322-327) ^a		Hospitality graduates (<i>n</i> = 242-244) ^a	
	<i>n</i>	%	<i>n</i>	%
Class attendance:				
Very negatively	14	4.3	3	1.2
Negatively	65	19.9	34	13.9
Neutral/ no effect	213	65.1	181	74.2
Positively	15	4.6	18	7.4
Very positively	20	6.1	8	3.3
Mean	-	2.9	-	3.0
Class preparations (homework, completing assignments, group projects):				
Very negatively	11	3.4	3	1.2
Negatively	143	43.7	67	27.5
Neutral/ no effect	120	36.7	135	55.3
Positively	36	11.0	27	11.1
Very positively	17	5.2	12	4.9
Mean	-	2.7	-	2.9
Course grades in an average semester:				
Very negatively	10	3.1	1	0.4
Negatively	88	27.1	47	19.3
Neutral/ no effect	175	53.8	155	63.8
Positively	40	12.3	32	13.2
Very positively	12	3.7	8	3.3
Mean	-	2.9	-	3.0
GPA:				
Very negatively	16	5.0	1	0.4
Negatively	92	28.6	48	19.8
Neutral/ no effect	162	50.3	151	62.4
Positively	42	13.0	35	14.5
Very positively	10	3.1	7	2.9
Mean	-	2.8	-	3.0
Participation in department-related functions:				
Very negatively	28	8.7	7	2.9
Negatively	100	30.9	60	24.7
Neutral/ no effect	132	40.7	126	51.9
Positively	52	16.1	36	14.8
Very positively	12	3.7	14	5.8
Mean	-	2.8	-	3.0
Participation in university events or activities:				
Very negatively	33	10.2	6	2.5
Negatively	113	34.8	71	29.1
Neutral/ no effect	116	35.7	109	44.7
Positively	51	15.7	44	18.0

Very positively	12	3.7	14	5.7
Mean	-	2.7	-	3.0
Overall student experience:				
Very negatively	9	2.8	3	1.2
Negatively	65	19.9	20	8.2
Neutral/ no effect	143	43.7	108	44.4
Positively	86	26.3	85	35.0
Very positively	24	7.3	27	11.1
Mean	-	3.2	-	3.5

^a*n* varies due to non-response

Table 4.3

Work Experience Benefits and Challenges

Variable	Hospitality students (<i>n</i> = 318-355) ^a		Hospitality graduates (<i>n</i> = 240-264) ^a		<i>F</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Preparation for future work in the hospitality industry contributed by:						
Work experience	4.61	0.80	4.23	0.92	29.02	< .001
Academic coursework	3.85	0.87	3.81	0.78		
Internship/s	4.43	0.88	3.94	1.01	39.98	< .001
All three	4.44	0.79	4.14	0.85	21.01	< .001
Progress toward completing degree was affected by:						
Money/finances	3.05	1.08	3.26	0.84	6.27	.013
Work obligations	3.21	0.93	3.32	0.75		
Family obligations	3.36	0.88	3.33	0.62		
Academic advising	3.62	0.89	3.60	0.73		
Personal motivation	4.31	0.76	4.37	0.75		
Academic performance	4.03	0.82	3.99	0.75		
Health issues	2.98	0.81	2.97	0.46		
Personal relationships	3.37	0.88	3.40	0.70		
Reason for working:						
Pay tuition and other bills	3.78	1.20	3.49	1.33	7.44	.01
Earn spending money	4.28	0.76	4.35	0.70		
Gain knowledge, skills, or experience	4.35	0.78	4.08	0.89	14.45	< .001
Support my family	2.55	1.22	2.11	1.02	20.94	< .001
Socialize or make friends	3.12	1.10	3.01	1.14		
Work-related issues faced:						
Completing boring tasks at work	3.29	1.10	3.00	1.07	9.83	.002
Lacking advancement opportunities	3.47	1.11	3.13	1.10	13.74	< .001
Dealing with unpleasant customers	3.45	1.10	3.21	1.06	6.70	.001
Cooperating with supervisors	3.22	1.23	3.12	1.19		
Inability to relate to my coworkers	2.25	1.03	2.18	0.94		
Academic-related issues faced:						
Meeting my own academic standards	3.57	1.08	3.29	1.12	9.19	.003
Balancing work and school	3.82	1.07	3.47	1.15	14.11	< .001
Dealing with school stresses	4.06	0.92	3.54	1.08	37.95	< .001
Inability to attend extracurricular activities	3.60	1.14	3.15	1.17	21.04	< .001
Earning grades lower than desired	3.28	1.20	2.78	1.15	24.26	< .001

^a*n* varies due to non-response

Table 4.4

Challenges Experienced based on Primary Reason for Working or Internship Completion^c

Variable	Need group ^b (<i>n</i> = 349-359) ^a		Desire group ^b (<i>n</i> = 206-210) ^a		<i>F</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Preparation for future work in the hospitality industry contributed by:						
Internship/s	4.17	0.98	4.37	0.86	5.86	.0158
All three (work, academics, internship)	4.25	0.89	4.43	0.69	6.17	.0133
Progress toward completing degree was affected by:						
Money/finances	3.04	1.07	3.31	0.77	9.75	.0019
Work obligations	3.17	0.88	3.40	0.80	10.12	.0015
Reason for working:						
Pay tuition and other bills	4.08	1.11	2.93	1.19	131.80	< .001
Earn spending money	4.36	0.73	4.22	0.74	5.02	.0254
Gain knowledge, skills, or experience	4.06	0.89	4.54	0.64	46.03	< .001
Support my family	2.57	1.19	1.99	1.00	34.67	< .001
Socialize or make friends	2.91	1.13	3.35	1.06	21.31	< .001
Work-related issues faced by working:						
Dealing with unpleasant customers	3.46	1.07	3.16	1.10	10.13	.0015
Inability to relate to my coworkers	2.28	1.00	2.11	0.96	4.04	.0450
Academic-related issues faced by working:						
Meeting my own academic standards	3.57	1.04	3.24	1.18	11.51	< .001
Balancing work and school	3.82	1.04	3.43	1.19	16.29	< .001
Dealing with school stresses	3.94	0.97	3.65	1.09	10.37	.001
Inability to attend extracurricular activities	3.57	1.15	3.12	1.15	19.99	< .001
Earning grades lower than desired	3.23	1.19	2.78	1.18	19.24	< .001
	Internship^d		No internship^d			
Preparation for future work in the hospitality industry contributed by:						
Internship/s	4.29	0.93	4.00	1.05	8.09	.0046
Progress toward completing degree was affected by:						
Family obligations	3.38	0.79	3.22	0.74	3.74	.0537
Academic advising	3.66	0.79	3.41	0.94	7.74	.0056
Academic performance	4.05	0.79	3.85	0.81	5.55	.0189
Work-related issues faced by working:						
Dealing with Unpleasant Customers	3.40	1.07	3.11	1.16	6.00	.0146

^a*n* varies due to non-response^bNeed group (self-identified as primarily needing to work) and desire group (self-identified as primarily having the desire to work)^cOnly statistically significant results reported within table (all variables are listed in table #3)^dInternship comparison: completed internship (*n* = 450-479) and did not complete an internship (*n* = 105-111)

**CHAPTER 5. STUDENTS' WORK EXPERIENCE AND AN EXAMINATION OF
THEIR CAREER PLANS, EXPECTATIONS, AND PERCEPTIONS**

A paper to be submitted to the *Journal of Human Resources in Hospitality & Tourism*

Schoffstall, D. G., and Arendt, S. W.

ABSTRACT

The purpose of this study was to determine students' work experiences, as well as their career plans, job advancement expectations, and perceptions of a professional future in the hospitality industry. Current senior-level students and graduates from hospitality programs across the United States participated in the study. Comparisons between current students and graduates are provided, in addition to comparisons between those who worked as students and those who did not work. Fifty percent of current hospitality students work 21 or more hours per week, and both students and graduates perceive their work experiences as positive. Furthermore, respondents estimated the time it would take to achieve key hospitality positions.

Keywords: Career plans, expectations, hospitality students, perceptions, work experience

INTRODUCTION

Many hospitality programs nationwide require students to complete a specific number of hours working within industry-based companies through a combination of work and/or internship experiences as part of the overall program's graduation requirements. The purpose of these experiences is to further develop and apply knowledge and skills learned in the classroom to a real-world setting. Often, in addition to further development of previously learned knowledge and skills, student workers (or interns) develop practical on-the-job skills essential for entry-level employees and managers, including teamwork, customer service, time

management, and organization (Alonso & O'Neill, 2011; Molseed, Alsup, & Voyles, 2003; Raybould & Wilkins, 2005).

Conflicts between academic and industry stakeholders often occur despite documented research confirming the positive benefits of work experience for students in training. Stakeholder conflicts arising from the needs of students or future entry-level managers may often occur over differences regarding necessary experience, amount of experience, and value of the experience (Fjelstul, 2007; Millar, Mao, & Moreo, 2011; Tesone, 2002). Leiper, Hobson, and Lewis (2007) and Kilcrease (2011) examined conflicts between stakeholders, focusing on the purpose and misconceptions of advisory boards and individual differences, and values held by various stakeholders; they found communicating with faculty members and agreeing on the overall purpose of advisory groups challenging.

If experiences gained by students are not positive then the value of the experience is in question, regardless of the purpose for students gaining work experience and the attempt to align all involved stakeholders. Students' early work experiences positively influence their intention to enter the hospitality industry after graduation and promote their career plans (Chuang, Goh, Stout, & Dellman-Jenkins, 2007; Kim, McCleary, & Kaufman, 2010). However, this has not been found in all studies, especially those internationally based. Richardson (2008 & 2010) reported that Australian hospitality students' early work experiences could be detrimental to their career plans, decreasing their desire to work in the hospitality industry following graduation even though most planned to finish their degree program.

The purpose of this study was to compare perceptions of work experience while in college between current hospitality students and hospitality graduates and to examine differences in career plans, job advancement expectations, and perceptions of a professional future for both

groups. Hospitality senior-level students and graduates from leading programs participated in this nationwide study. Specifically, the study identified current and former hospitality students' work experiences (excluding internships) and examined their career plans, job achievement expectations, and perceptions of a professional future.

LITERATURE REVIEW

Hospitality students work for a variety of reasons. Research has shown that the views of both academic and industry stakeholders attribute work experiences to gaining valuable knowledge and skills. The main purpose of gaining experience is outlined within this literature review, along with differences in stakeholders' opinions, and students' expectations and perceptions of the future as related to their work experiences.

Purpose of Gaining Work Experiences

Barron (2007) reported that students in Australia work an average of 16 hours per week. Likewise, Curtis (2007) found that students in the United Kingdom work an average of 15 hours per week; both groups of students reported they work for financial benefit and experience, among other reasons. Alonso and O'Neill (2011) obtained business entrepreneurs' ($N = 21$) opinions regarding the challenges involved in hiring quality employees; their purpose was to identify the defining characteristics of an ideal hospitality employee. The top-three qualities expected by the employers were punctuality (38.1%), good interpersonal communication skills (23.8%), and dependability/responsibility (19.0%) (Alonso & O'Neill, 2011). Respondents encountered many challenges when searching for quality help even though they were in a college town environment; generally, they encountered a lack of basic skills, poor attitude, and poor work ethic in the available applicant pool (Alonso & O'Neill).

Raybould and Wilkins (2005) examined hospitality managers' expectations of graduate skills compared to students' perceptions of their own skills; a total of 371 managers (43.6% response rate) and 211 undergraduate students (no response rate reported) were included in the study. Selected skills were ranked higher by students than by managers, as follows (student ranking is indicated first, followed by the manager ranking): time management (2 and 7), delegation of responsibility (14 and 27), communication with peers (4 and 9), motivating and encouraging employees (5 and 11), and safety and sanitation (6 and 14) (Raybould & Wilkins, 2005). These gaps highlighted the differences between student perceptions and manager expectations in identifying skills desirable for entry-level managers (graduates). Molseed, Alsup, and Voyles (2003) examined business owners' ($N = 64$) agreement levels for listed skills to determine their involvement level and perceptions about providing student workers with successful learning experiences. Business owner respondents rated (on a five-point Likert-type scale: 1 = strongly disagree, to 5 = strongly agree), commitment ($M = 4.41$), personal responsibility ($M = 4.40$), and problem-solving skills ($M = 4.21$) the highest, and collaboration ($M = 3.91$), decision-making skills ($M = 3.82$) and career development ($M = 3.72$) the lowest (Molseed et al., 2003).

Interviewing and other human resource facets. Kwok, Adams, and Price (2011) conducted a study with hospitality recruiters ($N = 14$) to examine the recruiters' hiring decisions for college graduates; recruiters often have different expectations depending on prospective employees' school, and base their bias on location or other related factors. Not working might be the norm for a student at one particular school, but not at another. Work experience was deemed important by all recruiters, especially when the experience closely aligned with the company's industry segment (Kwok, Adams, & Price, 2011). In an attempt to establish a

behavioral interview guide for hospitality managers, Martin and Groves (2002) found that when managers were asked for specific employment-related behaviors they look for in hiring, almost all responses related to personal behaviors such as appearance, attitude, and personality. This may suggest that managers are less focused on employment-related behaviors and more focused on other, more personal aspects.

Experiences globally. Martin and McCabe (2007) explored UK postgraduate students' ($N = 95$) part-time work habits to determine how work influenced their future employment. The majority of respondents (62.0%) held part-time jobs while taking classes full-time; 86.0% believed their part-time work experiences contributed to their applicable skills (e.g. team-work, adaptability, communication and problem-solving). Allan, Bamber, and Timo (2006) examined the views of Australian university students ($N = 256$) working in the hospitality industry's fast-food sector. One quarter of all respondents stated they were well paid, and 59% reported being treated fairly at work. Respondents described being more satisfied with the human resource and social relations aspects of their jobs, and less satisfied with the industrial relations and work organization portions, explaining that cost cutting procedures seemed to drive negative performance (Allan, Bamber, & Timo, 2006).

In addition, Blake and Worsdale (2009) examined the impact full-time UK business students' ($N = 342$) part-time work had on their future success. The top five skills students developed and practiced through part-time work experiences were working as a team (85.3%), caring for customers (78.4%), communicating (77.1%), cash handling (66.2%), and problem solving (47.6%), helping to develop both their personal and social competencies within the industry (Blake & Worsdale, 2009). Bloome, Van Rheede, and Tromp (2009) examined differences between first-year students' pre-entry expectations and recent graduates' post-entry

expectations of working in the hospitality industry; conflicts between those who were, and those who were not sure if they wanted to work in industry were highlighted in the study. First-year students who wanted to work in the industry gave the following reasons: working with guests, having challenging work, having international opportunities, and having a nice job, while those who did not know if they wanted to work in industry provided these reasons: the hospitality atmosphere, challenging work, and not having a nice job (Bloome, Van Rheede, & Tromp, 2009).

Fournier and Ineson (2011) examined industry representatives' perceptions of foodservice internship competency evaluations in Switzerland, finding that industry representatives rated an intern's personal skills higher than their technical skills. The authors contended that educators must facilitate student development of personal skills (communication, trustworthiness, and positive attitude) along with technical skill (Fournier & Ineson, 2011).

Aggett and Busby (2011) reported a steep decline in internship participation among undergraduate hospitality management students in the UK, with participation decreasing from 37.2% during the 2007-2008 academic year to 10.4% during the 2010-2011 academic year.

Conflicting Viewpoints of Stakeholders

Industry stakeholders hold graduates of hospitality management programs to higher standards than graduates of other business programs when making hiring decisions, despite variations in concepts taught by educators in hospitality programs, (Ricci, 2010). Millar, Mao, and Moreo (2011) examined the views and perceptions of hospitality and tourism educators ($n = 20$) and industry professionals ($n = 20$) regarding competencies taught in undergraduate programs in the United States. Food and beverage educators and industry professionals agreed on necessary undergraduate program competencies. However, gaps in agreement were found

between educators and lodging representatives in the areas of communications, customer service, and general operations knowledge (Millar et al., 2011).

Tesone (2002) explored the separation of education and practice in hospitality programs by examining graduates' learned management skills. A combination of educational methods is necessary for undergraduates to learn management skills, promoting the use of outcome assessments specifically linked to management skill development and future application (Tesone, 2002). Fjelstul (2007) explored the competencies needed by golf and club entry-level management professionals; the most frequently selected entry-level competencies were strong skills and knowledge in beverage management (94.3%), cost control (94.3%), leadership (85.1%), and financial accounting (81.6%). Countryman and Horton (2006) found when hiring for entry-level supervisors club managers favored applicants' holding a bachelor's degree in hotel and restaurant management and an above average grade-point average; leadership skills acquired from previous job experiences were also valued.

Leiper et al. (2007) explored individual differences among professionals in the hospitality and tourism industry, and academics to help resolve misunderstandings between the two. Six areas where differences between academic and industry professionals occurred were documented and explained: first industry position held, theories and practices (as related to primary work responsibilities), questioning and doubting (as related to job functions), research, primary responsibilities, and education and training (Leiper, Hobson, and Lewis, 2007). The authors suggested educators and industry professionals needed to recognize their differences and support their shared ideals and values.

Advisory boards are often established to bridge gaps between educators and industry professionals, though they may not always work as intended. In one study it was found that

70.0% of the faculty did not participate in or deal with advisory boards at their schools, and 60.0% had never received information concerning board activities, leading to miscommunication and lack of sharing valuable information (Kilcrease, 2011).

Expectations and Perceptions of Future

Chuang, Goh, Stout, and Dellman-Jenkins (2007) explored hospitality undergraduate students' career choices and commitment to the profession by surveying undergraduate students ($N = 360$) at a Southwestern U.S. university. Each variable comparison (gender, academic status, and employment status) showed as an indicator of future career retention, suggesting students' early and current work experiences (including required internships) affect overall industry retention by building realistic expectations and career goals over time (Chuang et al., 2007). Kim, McCleary, and Kaufman (2010) examined factors influencing hospitality and tourism students' ($N = 230$) career choice and preferences, finding that the top-two factors were work experience ($M = 4.29$) and personal experience as a customer ($M = 3.87$), highlighting the importance of positive work experiences to this new generation in the workplace.

Chuang and Dellman-Jenkins (2010) studied the career intentions of undergraduate hospitality and tourism students ($N = 360$). Eighty-three percent of the respondents planned to pursue hospitality careers following college graduation; students currently working in industry indicated a stronger intention than those who were not working. However, Richardson (2008) examined career attitudes and perceptions in the hospitality industry among Australian undergraduate students ($N = 63$) majoring in hospitality. Student responses indicated 43.6% were unlikely to work or would not work in the industry following graduation; the majority of those students cited previous experience as their primary reason, along with issues relating to low compensation, lack of promotion, and poor work conditions (Richardson, 2008).

Richardson (2010) also studied issues related to beginning a career in the hospitality industry following graduation. Australian university hospitality students ($N = 379$) comprised the sample. The majority of students stated the industry was interesting (85.5%) and they would be able to learn new things (75.1%); however, half of the total sample (58.3%) already planned to leave the industry and were contemplating careers outside the hospitality industry, citing stress as the major factor (Richardson, 2010). Richardson found that students reflecting on their work experiences with hospitality industry jobs were most concerned with poor relationships between managers and staff (60.7%), career opportunities based on who one knows rather than ability (54.1%), and low pay for work performed (57.7%).

Lu and Adler (2009) examined career goals and future career expectations of undergraduate hospitality and tourism students ($N = 503$) from four Chinese universities. The majority of students (64.4%) reported they did not choose to major in hospitality and tourism; they were assigned to the major by their university because of low tests scores. Just less than one-third of the respondents had already decided they would not work in the industry following graduation, citing a lack of personal interest and unsuitable personality type as major reasons for their decision (Lu & Adler, 2009). According to Lu and Adler, making significant money and holding powerful jobs were the most important goals for Chinese students, and such ideals can be an issue for global hospitality companies, where early-on in a career a significant period of time is typically spent in entry-level, low-paying and low-status positions. Kwan (2005) reported senior-level students ($N = 359$) at a Macao university were influenced by specific supervised work experiences, suggesting that industry stakeholders need to work with educators to support students and entry-level employees, promoting a positive first impression and overall successful experience.

The present study was conducted to determine the work experience comparisons of hospitality students and hospitality graduates and to examine the career plans, job advancement expectations, and perceptions of a future in the hospitality industry for both groups. Research questions established for the study were as follows:

- What educational and work experience aspects do graduates perceive as influential in securing their first position following graduation and their subsequent position?
- Do students with work experience have greater opportunities for career advancement than students who do not have work experience?
- Does work experience while a student influence career plans and job achievement expectations?
- What do hospitality students and hospitality graduates perceive as their professional future?

METHODOLOGY

Thirty-one hospitality programs nationwide participated in the study; senior-level students and graduates from these programs were invited to participate. Web-based questionnaires were used to examine the influence of work-related experiences while completing a hospitality degree, and the potential impact created by these early experiences. The sponsoring university's Institutional Review Board approval was received prior to data collection. Five additional approvals were received from participating institutions as requested/required.

Sample and Instrument Development

The sample was selected from *The Guide to College Programs in Hospitality, Tourism, & Culinary Arts* (ICHRIE, n.d.), the published list of hospitality programs, which was stratified according to the four ICHRIE U.S. membership federations. Subsequently, every second

program on the list was invited to participate. This process yielded 69 potential programs ($N = 31$), of which 44.9% agreed to participate. Seventeen programs provided graduate contact lists, and all 31 programs permitted their senior-level hospitality students to participate in the study.

The study utilized two web-based questionnaires developed and designed for the study, based on a review of literature; they were reviewed by a panel of five university faculty members to evaluate question appropriateness, content validity, and instrument clarity. Students and graduates not included in the final sample, from two hospitality programs, participated in the pilot testing of both instruments. The results of the pilot testing necessitated slight modifications prior to finalizing the questionnaires. The four sections of the final questionnaires gathered information about demographics, academic and work experience backgrounds, benefits and challenges of working, and plans for the future.

Instrument Distribution

The planning and timing of communication, with program directors and department chairs, and the data collection period were based on recommendations by Dillman, Smyth, and Christian (2009). Communication with program heads included initial and follow-up invitations to participate, as well as various standardized email communications for both the launch and length of the five-week data collection period. Distribution of introductory information and questionnaire web-links was shared with students and graduates, either coming directly from program directors and department chairs or designated representative/s (e.g. instructors).

Data Analysis

All data analysis was conducted using JMP 10 Statistical Discovery Software, including the calculation of all descriptive statistics. The majority of data were analyzed using Chi-square testing to detect differences between student and graduate data, and differences between data for

those who were and were not employed. To compare the mean rating scores of students and graduates, perceptions of their future based on work experience and importance during interviews, Analysis of Variance (ANOVA) was utilized.

RESULTS

Four hundred and nine senior-level students and 308 graduates made up the total sample ($N = 717$). Males represented 22.8% of student respondents and 33.9% of graduate respondents (see Table 5.1). The majority of student respondents (77.3%) planned to graduate in 2013, while the majority of graduate respondents (68.4%) graduated between 2004 and 2012. The majority of students (87.5%) and graduates (87.0%) were employed while completing their undergraduate degree programs, not including internship experiences. The majority of both students and graduates worked at least two years while they were completing their degrees (70.8% and 82.4%, respectively). The largest percentage of students (29.3%) and graduates (41.1%) worked between 11 and 20 hours per week, while 23.3% of students and 17.0% of graduates worked more than 31 hours per week. Work experience in restaurants was the main area of employment for both students and graduates (39.2% and 47.6%, respectively); lodging establishments were the second most popular choice for employment (21.4% and 19.5%, respectively).

Current Employment and Interview Experiences of Graduates

The data from hospitality graduates were analyzed based on whether the graduates were employed (employed group) or not employed (not-employed group) while in college; the graduates were asked about their current employment, work experiences, and interview experiences since graduation. The majority of the employed group (51.7%) and 50.0% of the not-employed group currently worked in full-time managerial-level positions (see Table 5.2). Graduates in both groups worked in the lodging and restaurant segments of the hospitality

industry (36.4% and 37.5%, respectively). While the majority response was other, upon further examination many of those were both hospitality (banquets, clubs, and events) and non-hospitality positions. For type of work during the first year following graduation, the chi-square statistic, $\chi^2(6, N = 296) = 14.16, p .028$, was statistically significant, indicating a difference in type of work between the ratings of graduates in the employed group and not-employed group. Graduates in the employed group (75.5%) worked full-time in the hospitality industry compared to 56.4% of graduates in the not-employed group, while 9.0% of the employed group worked full-time in non-hospitality positions compared to 18.0% of the not-employed group.

The primary reasons members of the employed group changed companies were relocation (25.7%) and promotion (22.6%). The largest percentage of the not-employed group (21.5%) reported they were still with the same company; lack of pay and relocation each had 17.9%. The number of jobs graduates held with different companies since graduation was shown by the chi-square statistic, $\chi^2(3, N = 295) = 8.25, p .041$, to be statistically significant, indicating a difference between the selected responses of the employed group and the not-employed group. The largest percentage of graduates in the employed group held two or three jobs (47.3%), whereas the largest percentage of graduates in the not-employed group held only one job (48.7%). Graduates in the employed group held at least four or more jobs (26.1%) compared to 15.4% of the graduates in the not-employed group.

Interviewing. Based on their current and previous work experiences following graduation, graduates were also asked about their interview experiences within the hospitality industry. The majority of graduates in both the employed group (73.1%) and not-employed group (71.1%) reported that the major focus of their hospitality-based interviews was work experience; over industry-specific operations classes (10.7% and 15.8%, respectively), general

academic knowledge (6.3% and 10.5%, respectively), and volunteer experiences; no one from either group reported volunteer experiences as a major focus of interviews. For being conveyed as important during interviews, graduates in the employed group rated these the highest: previous work experience ($M = 4.55$, $SD = 0.63$), communication skills ($M = 4.36$, $SD = 0.72$), teamwork skills ($M = 4.29$, $SD = 0.69$) and customer service experience ($M = 4.12$, $SD = 0.73$); sanitation knowledge ($M = 2.71$, $SD = 1.03$), grade point average ($M = 2.56$, $SD = 1.01$), and volunteer work ($M = 2.53$, $SD = 0.99$) were rated the lowest (see Table 5.3). For being conveyed as important during interviews, graduates in the not-employed group rated these the highest: previous work experience ($M = 4.29$, $SD = 1.01$), customer service experience ($M = 4.19$, $SD = 1.07$), communication skills ($M = 4.16$, $SD = 0.99$), and teamwork skills ($M = 4.10$, $SD = 1.01$); while involvement in clubs or activities ($M = 2.70$, $SD = 1.17$), grade point average ($M = 2.59$, $SD = 1.07$), and volunteer work ($M = 2.59$, $SD = 0.93$) were rated the lowest. Overall, both groups rated that their bachelor's degree program prepared them for interviewing ($M = 3.94$ and $M = 3.85$, respectively) between three and four, indicating a response somewhere between neutral and agree. To summarize these results, more graduates in the employed group were working in full time hospitality managerial positions compared to those in the not employed group. Graduates from both groups rated previous work experiences as most important during interviews since graduation.

Career Plans

Analysis of variance (ANOVA) was utilized to determine significant differences in mean scores between students ($n = 320$ - 323) and graduates ($n = 241$ - 242) based on their employment as students and on their perceptions of a professional future. Significance was set at the .05 level as recommended by Hair, Black, Babin, Anderson, and Tatham (2006). Contributions from

work experience, in regards to promoting a desire to succeed for students, had a statistically significant higher mean score ($M = 4.13$, $SD = 0.89$) than graduates ($M = 3.82$, $SD = 1.02$); there was a statistically significant difference, $F(1, 564) = 14.85$, $p < .001$, between students' and graduates' mean scores. Contributions from work experience to show opportunities available for students ($M = 4.25$, $SD = 0.88$) had a statistically significant higher mean score than graduates ($M = 3.99$, $SD = 0.94$); there was a statistically significant difference, $F(1, 563) = 11.10$, $p < .001$, found between students' and graduates' mean scores. Additionally, contributions from work experience helping to develop strong confidence in career choice for students ($M = 4.14$, $SD = 0.96$) had a statistically significant higher mean score than graduates ($M = 3.95$, $SD = 0.99$); there was a statistically significant difference, $F(1, 560) = 5.16$, $p = 0.024$, between students' and graduates' mean scores.

Hospitality students and hospitality graduates were asked about the primary benefit of working while a student. Both groups were asked how long on average it would take (in years) to achieve different levels of management (e.g. supervisor, manager, and executive) and what type of experience (e.g. work, academic, and internship) would expedite reaching each level (see Table 5.4). Responses were compared for hospitality students who were employed (employed group) and not employed (not-employed group) while they were completing their degree. For the primary benefit of working while a student, the chi-square statistic was statistically significant, $\chi^2(4, N = 563) = 21.97$, $p < .001$, indicating a difference in the primary benefit ratings between students and graduates. Better career opportunities and establishing connections were the most frequently selected options for both groups (72.1% and 71.6%, respectively), while 17.1% of students selected moving to a higher position faster compared to only 10.4% of graduates. Current students when compared to graduates believed their work experience

contributions were more important towards their future. This difference may be because graduates having begun their careers are in a better position to judge the actual contributions that their previous experiences while in college had on their early careers.

Job Achievement Expectations

For years it would take to achieve a supervisor position the chi-square statistic was statistically significant, $\chi^2 (5, N = 674) = 11.76, p = .038$, indicating a difference in the percentage of responses by students and graduates (see Table 5.4). The most frequently selected response from students was very close between two options, with 49.1% selecting less than one year and 45.8% selecting from one to five years. For graduates the most frequently selected response was less than one year (59.1%).

For years it would take to achieve a manager position the chi-square statistic was statistically significant, $\chi^2 (5, N = 678) = 15.75, p = .008$, indicating a difference in the percentage of responses by student and graduates. Between one and five years was the most frequently selected response for both students and graduates (66.9% and 62.8%, respectively). The second most selected response for students (20.7%) was six to ten years, compared to only 15.2% of graduates. However, for graduates (19.1%) the second most frequent response was less than one year, compared to just 9.6% of students.

For years it would take to achieve an executive position no statistically significant differences were found in the percentage of responses given by students and graduates. However, practical significances show consistency in the percentage of responses by both groups; the most selected response was between six and ten years (47.3% and 50.2%, respectively) and the second most selected response was between 11 and 15 years (27.1% and 23.7%, respectively) to achieve an executive position. The chi-square statistic was statistically

significant, $\chi^2 (4, N = 788) = 69.81, p < 0.01$, indicating a difference between the percentage of responses by students and graduates in regards to length of time to achieve the three positions based on gaining more experience. Students (85.4%) selected more work experiences as the most frequently selected response compared to 59.4% of graduates. More academic experience was selected by 2.3% of students compared to 10.5% of graduates, while 7.0% of students and 15.7% of graduates selected more internship experience.

Based on employment experience. For years it would take to achieve a supervisor position the chi-square statistic was statistically significant, $\chi^2 (3, N = 393) = 10.58, p = .014$, indicating a difference in the percentage of responses by hospitality students who were employed (employed group) and those who were not employed (not-employed group). The most frequently selected response from the employed group (50.3%) was less than one year compared to 40.4% for the not-employed group. The not-employed group's most frequently selected response was from one to five years (53.2%), longer for those who did not have the work experience.

For years it would take to achieve a manager position the chi-square statistic was statistically significant, $\chi^2 (4, N = 396) = 12.58, p = .014$, indicating a difference in the percentage of responses by students in the employed group and students in the not-employed group. One to five years was the most frequently selected response, though 68.7% of the employed group selected this length of time compared to 54.2% of the not-employed group. The second most frequently selected response was from six to ten years (18.1% and 39.6%, respectively), and less than one year was third (10.3% and 4.2%, respectively).

For years it would take to achieve an executive position the chi-square statistic was statistically significant, $\chi^2 (5, N = 391) = 13.59, p = .019$, indicating a difference in the

percentage of responses by students in the employed group and students in the not-employed group. The most frequently selected response from the employed group (49.6%) was from six to ten years compared to 31.3% for the not-employed group. The not-employed group's most frequently selected response was from 11 to 15 years (47.9%), which was selected by a mere 24.2% of the employed group. Although no significant differences were found between the responses of the employed and not-employed groups, for more experience expediting the time it would take to achieve the positions, with each response option having a similar frequency of selection; the most frequently selected response was more work experience (85.4% and 85.7%, respectively).

Perceptions of Professional Future

The professional future of hospitality students who were employed and not employed was examined. Differences between the five-year and ten-year career plans (within the hospitality industry) of hospitality students and hospitality graduates are reported. The majority of hospitality students (employed and not-employed) reported they are planning to work full-time in the hospitality industry (81.8% and 76.0%, respectively) following graduation (see Table 5.5). Twelve students reported they would work full-time in an industry that was not hospitality, while 6.8% of the employed group was undecided about what they would do. Twenty-two students of the employed group and five of the not-employed group were planning to attend graduate school. The majority of the employed group (51.7%) and 46.0% of the not-employed group planned to work in either lodging or restaurant establishments.

Five- and ten-year career plans. The chi-square statistic was statistically significant, $\chi^2(8, N = 562) = 163.47, p < .001$, indicating a difference in the percentage of responses by hospitality students and hospitality graduates in regard to their five-year career plans (see Table

5.6). The most frequently selected response was being employed at the management level (60.9% and 30.0%, respectively). The second most selected response from students was to be employed at the supervisory level (19.6%), compared to 2.5% of graduates. For graduates the second most selected response was being employed at the executive level (21.7%). Four percent of students selected they would be employed in a different industry compared to 20.0% of graduates. Some graduates (15.9%) selected other as a response and the largest percentage of those written responses included: retiring, teaching, and raising children (out of work).

The chi-square statistic was statistically significant, $\chi^2 (8, N = 562) = 109.61, p < .001$, indicating a difference in the percentage of responses by hospitality students and hospitality graduates regarding their ten-year career plans. The most frequently selected response was being employed at the executive level (42.7% and 35.1%, respectively). The second most selected response from students was to be employed at the management level (25.1%) compared to 7.1% of graduates. For graduates, the second most selected response was being employed in a different industry (20.1%). Being an owner or co-owner was selected by 19.8% of students compared to 11.3% of graduates.

DISCUSSION

In the examination of the study's results, the researchers analyzed work experiences completed by hospitality students and determined their career plans, job achievement expectations, and perceptions of a professional future in hospitality. Statistically significant differences were found between the responses of hospitality students and hospitality graduates, and also between the responses of those (students and graduates) who were employed and not employed while completing their degree. The majority of both groups (hospitality students and hospitality graduates) were employed while completing their undergraduate degree programs,

and the majority of both groups worked at least two years, with the largest percentage of both groups having worked between 11 and 20 hours per week (29.3% and 41.1%, respectively). Barron (2007) found the average Australian university student worked approximately 16 hours per week, while Curtis (2007) found the average to be 15 hours per week for students in the United Kingdom. However, in the current study, 26.7% of participating U.S. students worked an average of 21 to 30 hours per week, and 23.3% of students worked more than 31 hours per week. Gaining work experience appears common among hospitality students; however, students in the United States may be working, on average, more hours per week than their global counterparts. Additionally, differences appeared in the number of hours worked per week for current students when compared to graduates, with current students increasing hours worked to 21 or more.

Strong benefits in the current study might be derived from the knowledge and skills gained from work experiences, decreasing the employers' challenge of finding employees with adequate skills and good work ethic (Alonso & O'Neill, 2011). Raybould and Wilkins (2005) found gaps in the skill perceptions between students and managers, including delegation, communication, and motivation. Initially, graduates who were employed while completing their degrees were more likely to work full-time in the hospitality industry than those graduates who did not work (75.5% and 56.4%, respectively). The findings also showed positive future expectations and career plans, in contrast to 43.6% of students reported as having a detrimental influence on the desire to work in the hospitality industry following graduation (Richardson, 2008). Employment status and work experience may provide students with necessary knowledge and skills while also developing a positive influence for career choices and retention in the hospitality industry (Chuang et al., 2007; Kim et al., 2010).

Current Employment

At the time of this study, the majority of participating graduates worked in full-time managerial level positions; although graduates who were employed (employed group) while completing their degrees were more likely to still be working in the hospitality industry, compared to those graduates who were not employed (not-employed group). However, the employed group held significantly more jobs with different companies since graduation, with 47.3% having held two or three jobs, compared to 48.7% of the not-employed group who held only one job since graduation. Employed graduates moving from job to job may show some dissatisfaction. However, despite changing jobs more than those not employed, more of the employed graduates remain in the hospitality industry. Instead of dissatisfaction, they may have been looking for better opportunities or they may be accepting of short-term jobs; graduates often indicated relocation and promotion as the primary reasons for changing companies. In contrast to the findings of Richardson (2008 & 2010) with Australian students' perceptions of their future, 75.5% of graduates in this study were still employed in the hospitality industry.

Interviewing. Work experience is a key element of the discussion and consideration of applicants interviewing for hospitality industry positions following graduation (entry-level management); personality or personal-traits may be given more consideration for line-level employees (Martin & Groves, 2002). This may be a challenge for hospitality students looking to gain work experience while completing their degrees, depending on the hiring manager's preferences. Hospitality recruiters deemed work experience important in their higher-level employee decisions, yet the level and amount of experience expectations varied according to the specific program or school location (Kwok et al., 2011). Both employed group and not-employed group graduates rated previous work experience highest, suggesting it was a critical

part of interviewing along with communication and teamwork skills, and customer service experience. Millar et al. (2011) showed gaps in certain competencies (communication and customer service) between educators and industry professionals in the lodging segment. Tesone (2002) found a balance in skill development was essential for success as an entry-level manager. Graduates of both groups rated grade point average (GPA) lowest in importance during interviews, contrasting with other findings reporting that degree and GPA are most important (Countryman & Horton, 2006). How best to prepare the next generation of hospitality professionals remains a challenge for both educators and industry managers as stakeholders.

Career Plans and Job Achievement Expectations

Both students and graduates rated the overall contributions of work experience toward early expectations and plans as positive in three aspects, including promoting a desire to succeed ($M = 4.13$ and $M = 3.82$, respectively), showing available opportunities ($M = 4.25$ and $M = 3.99$, respectively), and developing strong confidence in career choice ($M = 4.14$ and $M = 3.95$, respectively). The results highlight the assertion that students' early work experiences may have a positive influence on retention and career plans, building on previous literature addressing the student perspective (Chuang et al., 2007; Kim et al., 2010), while adding insight into the graduate perspective and comparisons between students and graduates. It is interesting to note that for all three contribution aspects, statistically significant differences were found between students' mean scores and graduates' mean scores, and for all three aspects students' mean scores were higher than those of graduates.

Students and graduates selected, from a list of work benefits, to obtain better career opportunities and to establish connections most frequently. However, students had statistically significant differences from graduates in regard to job advancement expectations. In response to

time to achieve a supervisory position, students' most frequent selection was a near split between less than one year (49.1%) and from one to five years (45.8%), while 59.1% of graduates selected less than one year. For time to achieve a manager position, from one to five years (66.9% and 62.8%, respectively) was the most frequently selected response for both groups. In contrast, for students the second most frequent response was from six to ten years (20.7%), while for graduates the second most selected response was for less than one year (19.1%). Both groups were in a closer agreement regarding the time it would take to achieve an executive position, taking from six to ten years (47.3% and 50.2%, respectively). There are no known empirical studies in literature that have shown any specific duration needed to achieve certain position levels in the hospitality industry for comparison. The results highlight differences in students' expectations, and realities graduates have either seen or experienced, which could discourage students who do not share similar views with graduates during their early careers. To potentially avoid these issues for students, industry stakeholders should work with educators to help students establish clear expectations and dismiss misguided ones (Kilcrease, 2011; Leiper et al., 2007). However, 85.4% of students indicated that more work experience would expedite the time it takes to achieve a higher-level position.

Chuang et al., (2007) suggested that students' work experiences have a positive impact on their career plans by building realistic expectations. The current study's results showed statistically significant differences between the responses of students who were employed and students who were not employed in the expected length of time necessary to achieve all three position levels presented in the questionnaire. The most frequently selected time perceived necessary to achieve a supervisor position was less than one year for the employed group (50.3%), but from one to five years for the not-employed group (53.2%). Though both groups

selected from one to five years as the most frequent response for achieving a manager position, differences were evident (68.7% and 54.2%, respectively). While six to ten years was the second most frequent response, it was selected by 18.1% of the employed group compared to 39.6% of the not-employed group. The most frequently selected length of time to achieve an executive level position was from six to ten years, selected by 49.6% of the employed group compared to only 31.3% of the not-employed group. These results show that work experience can have a positive impact on one's career by building realistic expectations early; responses of students who were employed more closely align with the selections of graduates than those students who were not employed (Chuang et al., 2007).

Perceptions of Professional Future

A majority of the employed student group (81.8%) and not-employed student group (76.0%) reported they are planning to work in the hospitality industry following graduation, with 51.7% of the employed group planning to work in lodging or restaurant establishments. Statistically significant differences were found between the responses of students and graduates in five- and ten-year career plans. Although this may be explained by age and years spent working in industry, it does highlight some interesting issues, including achievement of position levels, student ownership desires, and reasons for leaving industry positions. In five-year career plans employment at the management level was the most frequently selected response for both groups (60.9% and 30.0%, respectively), which aligns with the job advancement expectation of students to achieve a manager position. Those student expectations included in their career plan might be explained by the influence of early experiences (Kim et al., 2010).

In ten-year career plans, employment at the executive level was the most frequently selected response by both groups (42.7% and 35.1%, respectively). Such aspirations have the

potential of leading to disappointment if this level of management is not achieved in the expected timespan, despite its alignment with job advancement expectations and dissatisfaction with career plans. Twenty percent of graduates for both career plan ranges indicated they would be employed in a different industry. In the ten-year range, 19.8% of students expected to be owner or co-owner of a hospitality-based operation.

Limitations and Future Research

This nationwide study is not free of limitations, despite statistically and practically significant results. The study presented current student (senior-level) and graduate perspectives, preventing generalization to all hospitality students. While the study included the identification of completed internships, comparisons between work experience and internships could have been conducted. The study offers implications for hospitality program educators and administrators; however, responses were not obtained from either of those groups. Future studies might expand parts or all of this study to include all levels of students, and involve both students and graduates from programs. A longitudinal study using the same respondents may help establish how expectations and perceptions change from those of a student to those of an established hospitality manager.

CONCLUSION AND IMPLICATIONS

The skills and general experiences gained by students working in industry-based positions while completing their degrees have the potential to significantly influence students when they begin interviewing for entry-level management positions following graduation, their job advancement expectations, and perceptions of career plans. However, if early industry experiences are not positive or beneficial, they may have a negative effect. Industry and academic stakeholders each have a significant role to play in the advancement of students into

successful entry-level managers who, based on their experiences, choose to remain in the hospitality industry throughout their employment career, becoming the next positive contributors to the success of a new generation of students.

Implications for Industry Representatives

Industry stakeholders should understand when providing hospitality students with quality work experience that their actions can potentially influence students' decisions to enter and continue employment in the hospitality industry. It should be essential that industry representatives work closely with hospitality programs and educators to ensure that students are developing realistic advancement expectations and positive perceptions of their future in the hospitality industry. Graduates who have established themselves in key positions and roles throughout the industry are in the best situation to hire hospitality students working while completing a college degree, guiding and sharing their experiences.

Implications for Educators

Educators have a direct influence on students' impressions of life in the hospitality industry and the different experiences they may experience; if this is not regularly occurring in the classroom, students may not be prepared for a career after graduation. Along with providing students with the necessary knowledge and skills they will need to be successful, educators play an important role in guiding students in the development of realistic expectations and career plans. Educators should be receptive of information coming directly from industry representatives, whether through recent graduates or established advisory boards, to ensure quality student development. With so many students working in industry-based positions, educators and administrators of programs may need to evaluate the support tools and resources provided for students to be successful in the classroom and as an employee. While it would be

helpful for industry representatives to think and plan students' experiences accordingly, educators are often in the best position to cater to individual student needs.

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Table 5.1

Demographics and Work Experiences				
Variable	Students (n = 404-409)^a		Graduates (n = 303-308)^a	
	<i>n</i>	%	<i>n</i>	%
Gender:				
Female	312	77.2	203	66.1
Male	92	22.8	104	33.9
Graduation year:				
2014 and beyond	30	7.3		
2013	316	77.3		
2012	63	15.4		
Between 2010 and 2012			98	32.2
Between 2007 and 2009			71	23.4
Between 2004 and 2006			39	12.8
Between 2001 and 2003			21	6.9
2000 and Earlier			75	24.7
Employed while a student:				
Yes	357	87.5	267	87.0
No	51	12.5	40	13.0
Years worked as a student:^b				
Less than 1 year	41	11.6	23	8.9
More than 1, but less than 2 years	62	17.6	23	8.9
More than 2, but less than 3 years	75	21.3	41	15.8
More than 3, but less than 4 years	69	19.5	55	21.2
4 or more years	106	30	118	45.4
Hours worked as a student:^b				
0 hours/week	21	6.0	5	1.9
1-10 hours/week	52	14.8	47	17.7
11-20 hours/week	103	29.3	109	41.1
21-30 hours/week	94	26.7	59	22.3
31-39 hours/week	43	12.2	25	9.4
40 or more hours/week	39	11.1	20	7.6
Major area of work experience:^b				
Lodging (hotels and motels)	76	21.4	52	19.5
Restaurants (fast-food, casual, family-style or fine dining)	139	39.2	127	47.6
Bar or club (primary alcohol service, limited food service)	10	2.8	5	1.9
Tourist attractions (amusement parks, museums, recreation)	9	2.5	2	0.8
Resorts or casinos	9	2.5	0	0.0
Stadiums or other event locations	22	6.2	8	3.0
Other total	90	25.4	73	27.3
hospitality	20	-	20	-

retail	18	-	16	-
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^a n varies due to non-response

^b($n = 352-355$ for students and $n = 260-267$ for graduates)

Table 5.2

Hospitality Graduates' Employment Since Graduation				
Variable	Employed		Not-employed	
	(<i>n</i> = 253-267)^a		(<i>n</i> = 38-40)^a	
	<i>n</i>	%	<i>n</i>	%
Current work status:				
Full-time managerial	138	51.7	20	50.0
Full-time supervisory	35	13.1	2	5.0
Full-time general employee level	51	19.1	12	30.0
Part-time-any level	20	7.5	2	5.0
Not currently employed	23	8.6	4	10.0
Current industry area:				
Lodging	71	28.1	12	30.0
Restaurants	21	8.3	3	7.5
Bars or clubs	1	0.4	0	0.0
Tourist attractions	1	0.4	0	0.0
Resorts or casinos	6	2.4	1	2.5
Stadiums or other event locations	8	3.2	0	0.0
Other	145	57.2	24	60.0
hospitality-related	58	-	12	-
non-hospitality-related	86	-	12	-
Primary reason for changing companies:				
No reason, at same company	31	13.5	6	21.5
Obtain a promotion	52	22.6	4	14.3
Lack of pay	23	10	5	17.9
Relocated to a different area	59	25.7	5	17.9
Conflict with management	6	2.6	0	0
Termination of position (e.g. lay-offs)	7	3	2	7.1
Closed operation	3	1.3	2	7.1
Left hospitality industry	14	6.1	2	7.1
Other	35	15.2	2	7.1
Type of work immediately following graduation:				
Full-time in hospitality field	194	75.5	22	56.4
Full-time not in hospitality field	23	9.0	7	18.0
Part-time in hospitality field	14	5.4	4	10.3
Part-time not in hospitality field	3	1.2	0	0.0
Attended graduate school	9	3.5	1	2.6
I did not work	1	0.3	2	5.1
Other	13	5.1	3	7.6
Number of jobs (different companies) since graduation:				
1	68	26.6	19	48.7
2-3	121	47.3	14	35.9
4-5	40	15.6	4	10.3
More than 5	27	10.5	2	5.1

^a*n* varies due to non-response

Table 5.3

Interviewing for Hospitality Career Positions				
Variable	Employed (<i>n</i> = 245-253)^a		Not employed (<i>n</i> = 37-39)^a	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Conveyed as important during interviews:				
Previous work experience	4.55	0.63	4.29	1.01
Communication	4.36	0.72	4.16	0.99
Teamwork	4.29	0.69	4.1	1.01
Customer service	4.12	0.73	4.19	1.07
Time management	3.99	0.9	3.65	1.11
Employer recommendations	3.58	1.02	3.59	0.96
Operational-based coursework	3.23	1.03	3.21	0.93
Cost control and purchasing	3.05	1.12	2.97	1.07
Finance and accounting concepts	3.03	1.03	3.16	0.92
Faculty recommendations	2.87	1.14	2.86	1.08
Human resources concepts	2.83	1.01	3.03	0.96
Involvement in clubs or activities	2.81	1.07	2.7	1.17
Sanitation knowledge	2.71	1.03	2.76	1.23
Grade point average	2.56	1.01	2.59	1.07
Volunteer work	2.53	0.99	2.59	0.93
Bachelor's degree prepared me for interviewing:				
	3.94	0.87	3.85	0.99

^a*n* varies due to non-response

1 = strongly disagree to 5 = strongly agree

Table 5.4

Job Achievement Expectations for Positions in the Hospitality Industry					
Variable	Student (n = 391-399)^a %	Graduate (n = 281-283)^a %	Total %	χ^2	<i>p</i>
Primary benefit of working while a student:				21.97	<.001
Faster promotions	17.1	10.4	14.2		
Better career opportunities	35.3	38.3	36.6		
Establish connections	36.8	33.3	35.3		
Better pay	4.6	1.7	3.4		
Other	6.2	16.3	10.5		
knowledge & experience	50.0	41.0	-		
money & pay	22.2	7.7	-		
bills					
time	N/A	7.7	-		
management					
Expected years following graduation to achieve:					
Supervisor				11.76	.038
Less than 1 year	49.1	59.1	53.3		
1-5 years	45.8	36.3	41.8		
6-10 years	4.3	2.8	3.7		
11-15 years	0.8	0.7	0.7		
15-20 years	0.0	0.7	0.3		
More than 20 years	0.0	0.4	0.2		
Manager				15.75	.008
Less than 1 year	9.6	19.1	13.6		
1-5 years	66.9	62.8	65.2		
6-10 years	20.7	15.2	18.4		
11-15 years	2.5	2.1	2.4		
15-20 years	0.3	0.4	0.3		
More than 20 years	0.0	0.4	0.1		
Executive				5.07	.408
Less than 1 year	1.3	0.0	0.7		
1-5 years	14.1	14.5	14.2		
6-10 years	47.3	50.2	48.5		
11-15 years	27.1	23.7	25.7		

15-20 years	9.2		10.2		9.7		
More than 20 years	1.0		1.4		1.2		
Expedite time to achieve the above positions:^b							
More work exp.	85.4		59.4		72.6	69.81	<.001
More acad. exp.	2.3		10.5		6.3		
More intern. exp.	7.0		15.7		11.3		
None of the above	2.3		5.4		3.8		
Other	3.0		9.0		6.0		
	Student		Graduate^c		Total student only		
	Employed	Not employed	Employed	Not employed			
Expected years following graduation to achieve:							
Supervisor							
Less than 1 year	50.3	40.4	58.6	62.2	49.1	10.58	.014
1-5 years	44.8	53.2	36.9	32.4	45.8		
6-10 years	4.6	2.1	2.9	2.7	4.3		
11-15 years	0.3	4.3	0.8	0.0	0.8		
15-20 years	0.0	0.0	0.4	2.7	0.0		
More than 20 years	0.0	0.0	0.4	0.0	0.0		
Manager							
Less than 1 year	10.3	4.2	19.2	18.9	9.6	12.58	.014
1-5 years	68.7	54.2	62.0	67.6	66.9		
6-10 years	18.1	39.6	15.9	10.8	20.7		
11-15 years	2.6	2.1	2.5	0.0	2.5		
15-20 years	0.3	0.0	0.0	2.7	0.3		
More than 20 years	0.0	0.0	0.4	0.0	0.0		
Executive							
Less than 1 year	1.5	0.0	0.0	0.0	1.3	13.59	.019
1-5 years	14.6	10.4	15.9	5.3	14.1		
6-10 years	49.6	31.3	48.2	63.2	47.3		
11-15 years	24.2	47.9	24.1	21.1	27.1		
15-20 years	9.0	10.4	10.2	10.5	9.2		
More than 20 years	1.2	0.0	1.4	0.0	1.0		
Expedite time to achieve the above listed positions:^b							
More work exp.	85.4	85.7	60.5	52.7	85.4	1.07	.899

More acad. exp.	2.3	2.0	9.6	16.4	2.3
More intern. exp.	7.2	6.2	15.8	14.5	7.0
None of the above	2.0	4.1	4.8	9.1	2.3
Other	3.1	2.0	9.3	7.3	3.0

^a*n* varies due to non-response

^b*n* = 788 in total responses due to some graduate multi-response answers.

^cNot included in Chi-square analysis reported only for reference, no statistically significant difference found.

Table 5.5

Hospitality Students' Perceptions of Initial Career Following Graduation				
Variable	Employed (<i>n</i> = 350-351)^a		Not employed (<i>n</i> = 50)	
	<i>n</i>	%	<i>n</i>	%
Planned position following graduation:				
Full-time in hospitality	287	81.8	38	76.0
Full-time not in hospitality	10	2.8	2	4.0
Part-time in hospitality	2	0.6	1	2.0
Part-time not in hospitality	1	0.3	0	0.0
Attend graduate school	22	6.3	5	10.0
Undecided	24	6.8	2	4.0
Volunteer work	2	0.6	0	0.0
Other	3	0.8	2	4.0
Planned industry area following graduation:				
Lodging	109	31.1	18	36.0
Restaurants	72	20.6	5	10.0
Bar or clubs	8	2.3	1	2.0
Tourist attractions	20	5.7	4	8.0
Resorts or casinos	43	12.3	10	20.0
Stadiums or other event locations	36	10.3	4	8.0
Catering or event planning	19	5.4	2	4.0
Private or country club	8	2.3	1	2.0
Do not plan to work in hospitality	15	4.3	4	8.0
Other	20	5.7	1	2.0

^a*n* varies due to non-response

Table 5.6

Perceptions of Professional Future					
Variable	Student (<i>n</i> = 322-323) ^a	Graduate (<i>n</i> = 239-240) ^a	Total	χ^2	<i>p</i>
	%	%	%		
Five year career plans:				163.47	<.001
Executive	7.8	21.7	13.7		
Manager	60.9	30.0	47.7		
Supervisor	19.6	2.5	12.3		
Same position	0.3	6.3	2.9		
Same position, different company	1.9	1.2	1.6		
Owner (or co-owner)	4.0	3.3	3.7		
Different industry	4.0	20.0	10.8		
Not employed	0.0	0.4	0.2		
Other	1.5	14.6	7.1		
home raising children		8.8	-		
retired		20.6	-		
teaching		8.8	-		
Ten year career plans:				109.61	<.001
Executive	42.7	35.1	39.5		
Manager	25.1	7.1	17.4		
Supervisor	4.0	2.9	3.6		
Same position	0.3	4.2	2.0		
Same position, different company	0.3	1.3	0.7		
Owner (or co-owner)	19.8	11.3	16.2		
Different industry	5.6	20.1	11.7		
Not employed	0.3	2.1	1.1		
Other	1.9	15.9	7.8		
home raising children		12.9	-		
retired		9.8	-		
teaching		9.8	-		

^a*n* varies due to non-response

CHAPTER 6. GENERAL CONCLUSIONS

This study was conducted to determine the benefits and challenges hospitality students encounter when they work in the hospitality industry while completing academic degrees. Comparisons were made between senior-level hospitality students who gained work experience while in school with those who did not, hospitality graduates who gained work experience while in school with those who did not, and current students with graduates to determine their early career plans, job achievement expectations, and perceptions of a professional future. The benefits and challenges of working were examined in this nationwide study that included students and graduates from hospitality programs throughout the United States.

Summary of Results

Seven research questions (RQ) guided the research from its inception through its completion. Thirty-one hospitality programs from across the United States participated in this nationwide study that included a total of 717 hospitality students (senior-level) and hospitality graduates. The majority of both students and graduates acquired work experience beyond any required internships while completing their degrees.

RQ 1. What benefits and challenges does gaining work experience during college have on students' academic performance and experience (both inside and outside of the classroom)?

RQ 2. How do students and graduates with and without work experience, and with and without an internship compare in all areas: academically, career preparation, and academic advancement?

RQ 3. Do the benefits and challenges differ between students and graduates who worked out of necessity (pay bills, support family, and pay off school loans) from those who did not work out of necessity?

Many studies have shown that industry stakeholders believe students need to gain work experience beyond their degree programs to meet expectations for entry-level positions following graduation and for continued success in their careers (Alonso & O'Neill, 2011; Blake & Worsdale, 2009; Millar, Mao, & Moreo, 2011; Raybould & Wilkins, 2005; Tesone, 2002). Working students encounter challenges in addition to gaining valuable experience; challenges include decreased class attendance, lower than expected grades, and decreased participation in program or university events and activities. Few previous studies have been conducted to examine the benefits and challenges for working hospitality students (Jogaratnam & Buchanan, 2004; Kozar, Horton, & Gregoire, 2005). The current study greatly expands upon earlier studies and provides statistically significant results. In comparing those who gained work experience with who did not, the current study provides statistically significant differences between students and graduates. These differences emphasize the challenges experienced by hospitality students not previously found in the literature.

RQ 4. What educational and work experience aspects do graduates perceive as influential in securing their first position and other positions since graduation?

RQ 5. Do students with work experience have greater opportunities with career advancement than students who do not have work experience?

Both graduates who gained experience and those who did not, as well as students, reported that work experience was conveyed as highly important during interviews for hospitality positions immediately following graduation and beyond. Those graduates who were employed while completing their degrees were more likely to remain in the hospitality industry. Students reported positive agreement with their early work experiences contributing to their expectations and perceptions of opportunities and with career choice. Yet, other studies found

work experience while attending college had a negative effect on career aspirations and post-graduation plans (Allan, Bamber, & Timo, 2006; Richardson, 2008). The current study showed that students and graduates gained valuable knowledge from their work experiences, and perceived their experiences as important when interviewing for positions following graduation.

RQ 6. Does work experience while a student influence career plans and job achievement expectations?

RQ 7. What do hospitality students and graduates perceive as their professional future based on their work experiences while in college?

For the current study there was an interest in determining how long students thought job advancement would take to reach hospitality management positions at various levels: supervisor, manager, and executive. The greatest percentage of students (49.1%) reported that it would take less than one year to advance to a supervisory position, 66.9% believed it would take between one and five years to become a manager, and 47.3% expected it would take between six and ten years to reach an executive position. No known empirical research has been done to provide data for a comparison between expectations and reality, though there are some general industry standards. Five-year and ten-year career plans were also solicited and compared for hospitality students and hospitality graduates. The outlook appears positive for hospitality students reporting five- and ten-year career plans, though many graduates are investigating different industries or other opportunities.

Conclusion

The benefits and challenges gleaned from this study provide evidence that acquiring work experience while attending school potentially influences hospitality students, both while they are students (current) and into their future (career plans, job advancement expectations, and future

perceptions) in the hospitality industry. As both the hospitality industry and the number of hospitality programs continue to grow, it seems essential for all stakeholders involved to carefully examine these potential influencers (ICHRIE, n.d.; USDL, n.d.). Focusing on the benefits of work experience, controlling challenges, and developing academic and industry relationships could aid hospitality programs and industry to provide students with more positive work experiences. Based on the results of the current study, some suggestions for hospitality programs include:

- Requiring students to have a minimum number of work hours, beyond an internship requirement to expose students to the industry, enhance their resumes, and to promote positive career progression.
- Teaching time management and stress management to balance the pressures of combining school and work experiences.
- Developing curricular components that can be adapted to students' work experiences (i.e. in a management course, students who are currently working can interview their boss rather than complete a research based project) and aid students' ability to meet curricular demands while working.
- Encouraging faculty to seek shadowing opportunities with local or regional industry managers to maintain relevance in the curriculum and to recognize student work experience expectations.
- Restructuring advisory boards to have more equal representation by faculty and industry promotes collaboration and improves academia and industry relations.

- Including an industry representative (member of the advisory board) on the faculty curriculum committee to maintain relevance in the curriculum and to maintain positive relationships.

Students' career plans, job achievement expectations, and perceptions of the future could then flourish and benefit the hospitality industry for years to come.

Implications

The implications for industry stakeholders may be to examine current work experience and internship practices and to provide students with the best possible high-quality program while still achieving business goals. The implications for educators and leaders of hospitality programs may be to examine their students' experiences working in the industry and to identify and monitor challenges that might be occurring for those students. Together industry and academia should continue to bridge gaps by discussing the benefits and challenges of work experiences and aligning them to academics to better affect the lives of current and future students who will hopefully become hospitality leaders.

Limitations

Despite many statistically significant results, the study is not free from limitations. Only senior-level hospitality students were included in the study, thus results may not be generalized to all hospitality students. Further examination of the potential influence from internship experiences, both required and voluntary, could have been expanded, as well as comparisons between work and internship experiences. Although the study's results identified student and graduate perceptions of the future, direct influence obtained from work experiences could have examined.

Future Research

Future research should consider including all scholastic classifications (e.g. freshmen, sophomores, juniors, and seniors) and expand to other hospitality programs within the United States or globally. Differences in the benefits and challenges stemming from work experience could be examined on the basis of gender or ethnic grouping. Geographic location of the programs (area of the country, urban versus rural locations) could also be examined. Establishing expectations and perceptions over time with the same respondents using a longitudinal study might help to better understand how these concepts change each year and throughout one's career.

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APPENDIX A. INSTITUTIONAL REVIEW BOARD APPROVAL

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Institutional Review Board
Office for Responsible
Research Vice President for
Research
1138 Pearson Hall
Ames, Iowa 50011-2207
515 294-4566
FAX 515 294-4267

Date: 10/4/2012

To: Donald G Schoffstall
9E MacKay Hall

CC: Dr. Susan Wohlsdorf Arendt
9E MacKay Hall

From: Office for Responsible Research

Title: The Benefits and Challenges Hospitality Management Students Experience by Working in Conjunction with Completing Their Studies

IRBID: 12-486

Study Review Date: 10/3/2012

The project referenced above has been declared exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101(b) because it meets the following federal requirements for exemption:

- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey or interview procedures with adults or observation of public behavior where
 - Information obtained is recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subjects; or
 - Any disclosure of the human subjects' responses outside the research could not reasonably place the subject at risk of criminal or civil liability or be damaging to their financial standing, employability, or reputation.

APPENDIX B. ICHRIE LIST OF HOSPITALITY PROGRAMS**U.S. Northeast Federation**

Boston University
Buffalo State College
Cheyney University of Pennsylvania
Cornell University
County College of Morris
Culinary Institute of America
Davis and Elkins College
Delaware, University of
District of Columbia, University of the
Drexel University
East Stroudsburg University
Endicott College
Fairleigh Dickinson University
George Washington University
Howard University
Husson University
Indiana University of Pennsylvania
Johnson and Wales University, Providence
Maryland Eastern Shore-Shady Grove, University of
Massachusetts, Amherst, University of
Mercyhurst College
Morgan State University
Morrisville State College
Mount Ida College
New Hampshire, University of
New York Institute of Technology
New York University
Niagara University
Pace University
Paul Smith's College
Pennsylvania College of Technology
Pennsylvania State University, The
Pennsylvania State University-Berks, The
Pittsburgh at Bradford, University of
Plattsburgh State University
Richard Stockton College of New Jersey
Robert Morris University
Rochester Institute of Technology
Salem State College (University)
Southern New Hampshire University
State University of New York at Oneonta
SUNY College of Technology at Delhi
Syracuse University

Temple University
Trocaire College
University of New Haven
West Virginia University
Widener University
Total of section 48, which is 31.8% of total

U.S. Southeast Federation

Alabama, University of
Appalachian State University
Arkansas Tech University
Arkansas, Fayetteville, University of
Auburn University
Bethune Cookman University
Central Florida, University of
Coastal Carolina University
College of Charleston
College of Coastal Georgia
East Carolina University
Florida Atlantic University
Florida Gulf Coast University
Florida International University
Florida State University
Florida, University of
Georgia Southern University
Georgia State University
James Madison University
Johnson and Wales University, Charlotte
Johnson and Wales University, Miami
Kentucky, University of
Memphis, University of
Miami Dade College
Mississippi University for Women
Mississippi, University of
New Orleans, University of
North Carolina at Greensboro, University of
North Carolina Central University
North Georgia College and State University
South Carolina, University of
South Florida, University of
Southern Mississippi, University of
Sullivan University
Transylvania University
Virginia Polytechnic Institute and State University
Virginia State University
West Florida, University of

Western Carolina University
 Western Kentucky University
Total of section 40, which is 26.5% of total

U.S. Central Federation

Ball State University
 Central Missouri, University of
 Central State University
 College of Lake County
 DePaul University
 Eastern Illinois University
 Eastern Michigan University
 Ferris State University
 Findlay, University of
 Fort Hays University
 Hocking College
 Illinois at Urbana-Champaign, University of
 Indiana University Purdue University Fort Wayne
 Indiana University, Bloomington
 Indiana University Purdue University at Indianapolis
 Iowa State University
 Kansas State University
 Kent State University
 Lexington College
 Michigan State University
 Missouri State University
 Missouri-Columbia, University of
 Nebraska-Lincoln, University of
 North Dakota State University
 Northern Illinois University
 Northern Michigan University
 Ohio University
 Oklahoma State University
 Purdue University
 Purdue University, Calumet
 Roosevelt University
 South Dakota State University
 Southern Illinois University at Carbondale
 Southern Minnesota State University
 St. Cloud State University
Total of section 35, which is 23.2% of total

U.S. West Federation

Alaska-Anchorage, University of
 California-Extension, University of
 California State Polytechnic University-Pomona

California State University, Chico, The
California State University, East Bay
California State University, Long Beach
Colorado State University
Del Mar College
Denver, University of
Hawaii at Manoa, University of
Houston, University of
Johnson and Wales University, Denver
Lamar University
Metropolitan State University of Denver
Nevada, Las Vegas, University of
New Mexico State University
North Texas, University of
Northern Arizona University
San Diego State University
San Francisco, University of
San Francisco State University
San Jose State University
Stephen F. Austin State University
Southern Utah University
Saint Philips College
Texas Tech University
Utah Valley University
Washington State University
Total of section 28, which is 18.5% of total

APPENDIX C. STRATIFIED LIST OF PROGRAMS INVITED TO PARTICIPATE

U.S. Northeast Federation

Buffalo State College
 Cornell University
 Culinary Institute of America
 Delaware, University of
 Drexel University
 Endicott College
 George Washington University
 Husson University
 Johnson and Wales University, Providence
 Massachusetts, Amherst, University of
 Morgan State University
 Mount Ida College
 New York Institute of Technology
 Niagara University
 Paul Smith's College
 Pennsylvania State University, The
 Pittsburgh at Bradford, University of
 Richard Stockton College of New Jersey
 Rochester Institute of Technology
 Southern New Hampshire University
 SUNY College of Technology at Delhi
 Temple University
 University of New Haven
 Widener University
Total of section 24, which is 32.0% of total

U.S. Southeast Federation

Appalachian State University
 Arkansas, Fayetteville, University of
 Bethune Cookman University
 Coastal Carolina University
 College of Coastal Georgia*
 Florida Atlantic University
 Florida International University
 Florida, University of
 Georgia State University
 Johnson and Wales University, Charlotte
 Kentucky, University of
 Miami Dade College*
 Mississippi, University of
 North Carolina at Greensboro, University of
 North Georgia College and State University*
 South Florida, University of

Sullivan University
 Virginia Polytechnic Institute and State University
 West Florida, University of
 Western Kentucky University
Total of section 20, which is 26.7% of total

U.S. Central Federation

Central Missouri, University of
 College of Lake County*
 Eastern Illinois University
 Ferris State University
 Fort Hays University
 Illinois at Urbana-Champaign, University of
 Indiana University, Bloomington
 Iowa State University
 Kent State University
 Michigan State University
 Missouri-Columbia, University of
 North Dakota State University
 Northern Michigan University
 Oklahoma State University
 Purdue University, Calumet
 South Dakota State University
 Southern Minnesota State University
Total of section 17, which is 22.7% of total

U.S. West Federation

California-Extension, University of*
 California State University, Chico, The
 California State University, Long Beach
 Del Mar College*
 Hawaii at Manoa, University of
 Johnson and Wales University, Denver
 Metropolitan State University of Denver
 New Mexico State University
 Northern Arizona University
 San Francisco, University of
 San Jose State University
 Southern Utah University
 Texas Tech University
 Washington State University
Total of section 14, which is 18.7% of total

* Include the six programs removed prior to initial invite emails being sent.

**APPENDIX D. E-MAIL SCRIPT USED FOR INITIAL CONTACT WITH
PROGRAM HEADS**

Dear (name of department head),

Hello, my name is Donald Schoffstall and I am a doctoral student at Iowa State University studying Hospitality Management. *(Personal statement included here if applicable)* **I am doing a research study for my dissertation requirements about the potential benefits and challenges associated with working in the hospitality/tourism industry during college years.** I am seeking your assistance with my research.

For this research, I will be using web-based questionnaires that I would like senior-level students and recent graduates to fill out, and in order to do this I am in need of your assistance. I would like your permission to include your students and alumni as part of my research study.

For your senior-level students, I would prefer to work through a professor (or contact) of your choosing to distribute the survey information to your students. For your alumni, I would require contact with them. One possible approach might be for you to send an email to your alumni with a link to my survey. For your information in making this decision, only summary data will be published; student and alumni data will remain confidential and anonymous. This study has been approved by ISU IRB (# 12-486). Should I need to go through the IRB process at your university, I would be happy to do so.

Participation by your students and alumni in my research study would be much appreciated and greatly enhance the value of this study. **I am hopeful that the results from this study will be used to understand the benefits and challenges students face while working during their undergraduate studies.** If you have any questions at any time, feel free to call me at 412-805-6737 or email me at dgschoff@iastate.edu, or contact Dr. Susan Arendt (my major professor) or Dr. Bob Bosselman (committee member).

Sincerely,

Donald G. Schoffstall
Ed.S., C.S.C., C.H.E., F.M.P.
Doctoral Candidate
Iowa State University
Hospitality Management

Susan W. Arendt, Ph.D., R.D., C.H.E
Associate Professor
Iowa State University
Department of Apparel, Events, and Hospitality Management
9E MacKay Hall
Ames, IA. 50011
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sarendt@isu.edu

Robert Bosselman, Ph.D., R.D.
Professor & Department Chair
Iowa State University
Department of Apparel, Events, and Hospitality Management
31 MacKay Hall
Ames, IA. 50011
515-294-7474
drbob@iastate.edu

**APPENDIX E. E-MAIL SCRIPT USED FOR FOLLOW-UP CONTACT WITH
PROGRAM HEADS**

Dear (name of department head),

Hello, I am writing to you to ensure you received my original email (10/12/12) and to follow up with you (1) to see if you had any questions and (2) to see if you are willing to partake in my research study by allowing your student's and alumni to participate in the study. I am looking for your assistance with my dissertation research requirements at Iowa State University. **My research is about the potential benefits and challenges associated with working in the hospitality/tourism industry during college years.**

This research will use web-based questionnaires that I would like senior-level students and recent graduates to fill out, and in order to do this I am in need of your assistance. The tentative date for my data collection period to begin is November 1st.

If you have any questions, feel free to call me at 412-805-6737 or email me at dgschoff@iastate.edu, or contact Dr. Susan Arendt (my major professor).

I hope to hear from you and work with you for the purpose of my research.
Thank you for your consideration,

Donald G. Schoffstall
Ed.S., C.S.C., C.H.E., F.M.P.
Doctoral Candidate
Iowa State University
Hospitality Management

Susan W. Arendt, Ph.D., R.D., C.H.E
Associate Professor
Iowa State University
Department of Apparel, Events, and Hospitality Management
9E MacKay Hall
Ames, IA. 50011
515-294-7575
sarendt@isu.edu

Original email transcript (send information) listed here, followed by the original email (Appendix D).

APPENDIX F. FINAL VERSION OF HOSPITALITY MANAGEMENT STUDENT CONSENT FORM AND QUESTIONNAIRE

Hospitality Management Academic Coursework and Work Experience Survey

Qualification

Dear student,

The purpose of this research study is to examine the potential benefits and challenges associated with gaining work experience within the hospitality/tourism industry. You are being invited to participate in this study because you are a current senior-level student in a hospitality/tourism program.

If you agree to participate in this study, the questionnaire will take less than 10 minutes to complete. Your participation in this study is completely voluntary and you may refuse to participate at any time. In addition, any question you feel uncomfortable answering may be skipped. During this study you will fill out the questionnaire about your academic course work, work experiences, and perceptions about your future career. To ensure confidentiality to the extent permitted by law, the following measures will be taken: 1) the questionnaire will not ask for personal identification information 2) no individual will be identified in the published research, rather pooled data will be reported, 3) only the identified researchers will have access to the study records, and 4) all questionnaire data will be password protected and not accessed except by the identified researchers. There are no foreseeable risks at this time for participating in this study.

You will not have any costs for participating in this study and you will not be compensated directly for participating in this study. After completing the questionnaire, you will have the opportunity to participate in a drawing for one of two \$50.00 gift cards. Odds of winning are based on the number of entries received and is anticipated to be approximately 1 in 200. If you wish to be included in this drawing or receive results of this survey, you will be asked to provide your name and email address at the end of the questionnaire. Your information will not be linked to your questionnaire responses in any way.

We hope that the information gained in this study will benefit future hospitality management students and other stakeholders involved in hospitality management programs. If you have any questions, please contact one of us at the e-mails or phone numbers listed below.

Thank you in advance for helping us with this research.

Sincerely,

Donald G. Schoffstall, EdS, CSC, CHE, FMP
PhD Candidate
Iowa State University
dgschoff@iastate.edu
412-805-6737

Susan W. Arendt, PhD, RD, CHE
Associate and Major Professor
Iowa State University
sarendt@iastate.edu
515-294-7575

If you have any further questions about the rights of research subjects, please contact the IRB Administrator, (515) 294-4566, IRB@iastate.edu, or Director (515) 294-3115, Office for Responsible Research, Iowa State University, Ames, Iowa 50011.

Do you agree to participate in this survey? *

- Yes No
-

Are you working toward earning a bachelor's degree in hospitality management or a similar field (e.g. hospitality administration, hotel & restaurant management, and lodging management)? *

- Yes No
-

Are you currently at least at senior-level standing in your program? *

- Yes No
-

General Demographics

We are investigating the benefits and challenges of gaining work experience by hospitality management students while completing their required academic coursework. Your experiences and opinions are valuable in determining these characteristics. Please complete the following questionnaire based on your experiences. Select the responses to the following questions that best describe you and your experiences while completing your college degree.

For the purposes of completing this questionnaire, please utilize the following definitions:

Work experience is the experience you gained from working (for pay) a job beyond anything required for the completion of your degree.

Internship experience is the experience you gained (for pay or not for pay) as part of your degree program and earned college credits.

1. What is your age range?

- | | |
|-----------------------------|---|
| <input type="radio"/> 18-20 | <input type="radio"/> 31-35 |
| <input type="radio"/> 21-25 | <input type="radio"/> 36-40 |
| <input type="radio"/> 26-30 | <input type="radio"/> 41 years or older |
-

2. What is your gender?

- Male Female
-

3. What ethnic group best describes you?

- American Indian or other Native American Hispanic or Latino
 Asian, Asian American, or Pacific Islander Multiracial
 Black or African American I prefer not to respond
 White (non-Hispanic) Other. Please specify:

4. When is your anticipated graduation year?

- 2012 2013 2014 or beyond
-

5. Which region is the school, where you are earning your bachelors degree, located?

- Northeast (CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VA, VT, WV)
 Southeast (AL, FL, GA, KY, LA, MS, NC, PR, SC, TN)
 Central (AR, KS, IA, IN, IL, MI, MN, MO, ND, NE, OH, OK, SD, WI)
 West (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, TX, UT, WA, WY)
-

Work and Education

6. What is your primary degree focus?

- Hotel/ lodging administration or management Event management
 Restaurant management General hospitality
 Tourism Other. Please specify:

7. What is your current cumulative GPA?

- 3.51-4.0
 - 3.01-3.5
 - 2.51-3.0
 - 2.0-2.5
 - < 2.0
 - I don't know
-

8. What is the average number of courses you take during a typical semester?

- 1
 - 2
 - 3
 - 4
 - 5
 - More than 5
-

9. What is the average number of credits you take during a typical semester?

- Less than 4
 - 4-6
 - 7-9
 - 10-12
 - 13-15
 - More than 15
-

10. Does your program require work experience (not including internships) in the hospitality industry?

- Yes
 - No
-

How many hours are required?

11. Excluding internships, have you been employed at any time during your undergraduate degree program?

- Yes
 - No
-

While completing your bachelor's degree how many years have you worked at least 5 hours each week, on average, during the academic year?

- 4 or more years
- More than 3, but less than 4 years

- More than 2, but less than 3 years
- More than 1, but less than 2 years
- Less than 1 year

While completing your bachelor's degree, in which of the following categories does the majority of your work experience fall?

- Full-time (40 hours or more each week)
- Part-time (less than 40 hours each week)
- Seasonal (Breaks: holidays and summer)
- Internship/s only
- Other. Please specify: _____

While completing your bachelor's degree about how many hours in a typical 7-day week do you work?

- 0 hours/week
- 1-10 hours/week
- 11-20 hours/week
- 21-30 hours/week
- 31-39 hours/week
- 40 or more hours/week

While completing your bachelor's degree what is the major area of your work experience?

- Lodging (hotels and motels)
- Restaurants (fast-food, casual, family-style, or fine dining)
- Bar or club (primary alcohol service, limited food may be served)
- Tourist attractions (amusement parks, museums, recreation areas)
- Resorts or casinos
- Stadiums or other event locations
- Other. Please specify: _____

What is your level of agreement with the following statements:

How do the following prepare you for working in the hospitality industry after graduation?

	Strongly		Strongly
--	----------	--	----------

	Disagree	Disagree	Neutral	Agree	Agree
Work experience prepares me for my future hospitality career	<input type="radio"/>				
Academic coursework prepares me for my future hospitality career	<input type="radio"/>				
An internship prepares me for my future hospitality career	<input type="radio"/>				
All three (work experience, coursework, and internship) prepare me for my future hospitality career	<input type="radio"/>				

Career Focus

12. Which industry area do you plan to work in following graduation?

- Lodging (hotels and motels)
- Restaurants
- Bar or club
- Tourist attractions
- Resorts or casinos
- Stadiums or other event location
- I do not plan to work in hospitality or tourism
- Other industry. Please specify:

13. What are you planning to do in the first year following graduation?

- Work full-time, in the hospitality field
- Work full-time, not in the hospitality field
- Work part-time, in the hospitality field
- Work part-time, not in the hospitality
- Attend graduate school
- Undecided
- Volunteer work
- I am not planning to work
- Other. Please specify:

14. Have you completed an internship as part of your degree program?

- Yes, it was required
- Yes, it was voluntary
- No, but I am planning to complete one
- No, I did not complete/ will not complete one

15. How many years following graduation do you believe it will take to achieve the following positions?

	Number of Years					
	Less than 1 year	1-5 years	6-10 years	11-15 years	15-20 years	More than 20 years
Supervisor	<input type="radio"/>					
Manager	<input type="radio"/>					
Executive/Director	<input type="radio"/>					

16. Which of the following do you believe would expedite the time it takes to achieve the positions listed above?

- More work experience
- More academic coursework
- More internship experience
- None of the above
- Other. Please specify:

Understanding

17. Which best describes your primary reason for working?

- I needed to work (for example: pay bills, support my family, pay off school loans).
- I had a desire to work (for example: gain experience, increase my knowledge).

18. Indicate how each of the following affect your progress to completing your degree?

	Very negatively	Negatively	Neutral/ No effect	Positively	Very positively
Money/Finances	<input type="radio"/>				
Work obligations	<input type="radio"/>				

Family obligations	<input type="radio"/>				
Academic advising	<input type="radio"/>				
Personal motivation	<input type="radio"/>				
Academic performance	<input type="radio"/>				
Health issues	<input type="radio"/>				
Personal relationships	<input type="radio"/>				

19. Indicate your level of agreement with each of the following as a reason you worked while completing your bachelor's degree.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Pay tuition and other bills	<input type="radio"/>				
Earn spending money	<input type="radio"/>				
Gain knowledge, skills, or experience	<input type="radio"/>				
Support my family	<input type="radio"/>				
Socialize or make friends	<input type="radio"/>				

20. What is your level of agreement with the following?

As a result of working while completing my studies, work-related issues I faced were:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Doing boring tasks at work	<input type="radio"/>				
Having limited advancement opportunities at work	<input type="radio"/>				
Dealing with unpleasant customers	<input type="radio"/>				
Cooperating with my supervisor	<input type="radio"/>				
Inability to relate to my coworkers	<input type="radio"/>				

21. What is your level of agreement with the following?

As a result of working while completing my studies, academic-related issues I faced were:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Meeting my own academic standards	<input type="radio"/>				

Balancing work and school	<input type="radio"/>				
Dealing with school stresses	<input type="radio"/>				
Inability to attend extracurricular activities	<input type="radio"/>				
Earning grades lower than desired	<input type="radio"/>				

22. What was the level of impact for each of the following?

Working while obtaining my degree affected my:

	Very Negatively	Negatively	Neutral/No effect	Positively	Very Positively
Attendance in academic classes	<input type="radio"/>				
Class preparations (homework, completing assignments, group projects)	<input type="radio"/>				
Course grades in an average semester	<input type="radio"/>				
Grade point average (GPA)	<input type="radio"/>				
Participation in department-related functions	<input type="radio"/>				
Participation in university events or activities	<input type="radio"/>				
Overall student experience	<input type="radio"/>				

Future

23. What do you believe is the primary benefit of working, beyond program requirements, while obtaining your degree?

- Move to higher positions faster
- Better career opportunities
- Establish networks in the industry
- Better pay
- Other. Please specify:

24. From a hospitality career aspect, where do you see yourself five years from now?

- Employed at the executive level in the hospitality industry
- Employed at the managerial level in the hospitality industry
- Employed at the supervisory level in the hospitality industry
- Employed in the same position with the same company as now
- Employed at the same position, with a company different from the one first started
- Owner (or co-owner) of a hospitality business
- Employed in a different industry
- Not employed
- Other. Please specify:

25. From a hospitality career aspect, where do you see yourself ten years from now?

- Employed at the executive level in the hospitality industry
- Employed at the managerial level in the hospitality industry
- Employed at the supervisory level in the hospitality industry
- Employed in the same position with the same company as now
- Employed at the same position, with a different company from the one first started
- Owner (or co-owner) of a hospitality business
- Employed in a different industry
- Not employed
- Other. Please specify:

26. What is your level of agreement with the following?

My work experiences while in college have:

	Strongly				Strongly
--	----------	--	--	--	----------

	disagree	Disagree	Neutral	Agree	agree
Helped promote a desire to succeed in the hospitality industry	<input type="radio"/>				
Showed me opportunities that are available in the hospitality industry	<input type="radio"/>				
Helped me to develop a strong confidence in my career choice	<input type="radio"/>				

Open Response Questions

Thank you for your time in completing the survey.

There are three open-response questions included on this page. We would really appreciate just a few more moments of your time to provide us with your opinions that will help new or current hospitality management students with their future choices.

Please answer the following questions to the best of your ability, providing as much detail as possible.

If you could change anything about your college academic coursework, what would you do differently?

If you could change anything about your college work experiences, what would you do differently?

What advice would you offer other students considering working while in college?

Optional Drawing

If you would like to be considered for a gift card drawing please enter your name and email address below. The drawing is optional and will be drawn at random once the survey collection period has ended. Your name and email address information will be kept separate from all of your

earlier responses. The winners will be notified by email directly from the primary researcher (dgschoff@iastate.edu) so that arrangements for mailing can be made.

NAME

EMAIL

Thank You!

Your completed questionnaire has been received. Thank you for taking our survey. Your response is very important to us.

**APPENDIX G. FINAL VERSION OF HOSPITALITY MANAGEMENT GRADUATE
CONSENT FORM AND QUESTIONNAIRE**

Hospitality Management Academic Coursework and Work Experience Survey

Hospitality Management Academic Coursework and Work Experience Survey

Dear Graduate,

The purpose of this research study is to examine the potential benefits and challenges associated with gaining work experience within the hospitality/tourism industry. You are being invited to participate in this study because you are a recent graduate from a hospitality/tourism program.

If you agree to participate in this study, the questionnaire will take approximately 10 minutes to complete. Your participation in this study is completely voluntary and you may refuse to participate at any time. In addition, any question you feel uncomfortable answering may be skipped. During this study you will fill out the questionnaire about your academic course work, work experiences, and perceptions about your future career. To ensure confidentiality to the extent permitted by law, the following measures will be taken: 1) the questionnaire will not ask for personal identification information 2) no individual will be identified in the published research, rather pooled data will be reported, 3) only the identified researchers will have access to the study records, and 4) all questionnaire data will be password protected and not accessed except by the identified researchers. There are no foreseeable risks at this time for participating in this study.

You will not have any costs for participating in this study and you will not be compensated directly for participating in this study. After completing the questionnaire, you will have the opportunity to participate in a drawing for one of two \$50.00 gift cards. Odds of winning are based on the number of entries received and is anticipated to be approximately 1 in 200. If you wish to be included in this drawing or receive results of this survey, you will be asked to provide your name and email address at the end of the questionnaire. Your information will not be linked to your questionnaire responses in any way.

We hope that the information gained in this study will benefit future hospitality management students and other stakeholders involved in hospitality management programs. If you have any questions, please contact one of us at the e-mails or phone numbers listed below. Thank you in advance for helping us with this research.

Sincerely,

Donald G. Schoffstall, EdS, CSC, CHE, FMP
PhD Candidate
Iowa State University
dgschoff@iastate.edu

Susan W. Arendt, PhD, RD, CHE
Associate and Major Professor
Iowa State University
sarendt@iastate.edu

412-805-6737

515-294-7575

If you have any further questions about the rights of research subjects, please contact the IRB Administrator, (515) 294-4566, IRB@iastate.edu, or Director (515) 294-3115, Office for Responsible Research, Iowa State University, Ames, Iowa 50011.

Do you agree to participate? *

- Yes No
-

Have you earned a bachelor's degree in hospitality management or a similar field (e.g. hospitality administration, hotel & restaurant management, and lodging management)? *

- Yes No
-

General Demographic

We are investigating the benefits and challenges of gaining work experience by hospitality management students while completing their required academic coursework. Your experiences and opinions are valuable in determining these characteristics. Please complete the following questionnaire based on your experiences. *Select the responses to the following questions that best describe you and your experiences while completing your college degree.*

For the purposes of completing this questionnaire, please utilize the following definitions:

Work experience is the experience you gained from working (for pay) a job *beyond* anything required for the completion of your degree.

Internship experience is the experience you gained (for pay or not for pay) as part of your degree program and earned college credits.

1. What is your age range?

- | | |
|-----------------------------|---|
| <input type="radio"/> 18-20 | <input type="radio"/> 31-35 |
| <input type="radio"/> 21-25 | <input type="radio"/> 36-40 |
| <input type="radio"/> 26-30 | <input type="radio"/> 41 years or older |
-

2. What is your gender?

- Male

- Female
-

3. What ethnic group best describes you?

- American Indian or other Native American Hispanic or Latino
 Asian, Asian American, or Pacific Islander Multiracial
 Black or African American I prefer not to respond
 White (non-Hispanic) Other. Please specify:

4. What year did you graduate?

- Between 2010 and 2012 Between 2001 and 2003
 Between 2007 and 2009 2000 or earlier
 Between 2004 and 2006
-

5. In which region is the school where you earned your bachelors degree located?

- Northeast (CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VA, VT, WV)
 Southeast (AL, FL, GA, KY, LA, MS, NC, PR, SC, TN)
 Central (AR, KS, IA, IN, IL, MI, MN, MO, ND, NE, OH, OK, SD, WI)
 West (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, TX, UT, WA, WY)
-

6. What is your current employment status?

Full-time = 40 or more hours per week; Part-time = less than 40 hours per week

- Full-time – managerial Part-time –any level
 Full-time- supervisory position Not currently employed
 Full-time- general employee level
-

7. In which industry area do you currently work?

- Lodging (hotels and motels)

- Restaurants (fast-food, casual, family-style, or fine dining)
- Bar or club (primary alcohol service, limited food may be served)
- Tourist attractions (Amusement parks, museums, recreation areas)
- Resorts or casinos
- Stadiums or other event locations
- Other. Please specify:

Work and Education

8. What was your primary degree focus?

- Hotel or Lodging administration or management
- Restaurant management
- Sports & entertainment
- Event management
- General hospitality
- Other. Please specify:

9. What was your cumulative GPA?

- 3.51-4.0
- 3.01-3.5
- 2.51-3.0
- 2.0-2.5
- < 2.0
- I don't know

10. What is the average number of courses you took during a typical semester?

- 1
- 2
- 3
- 4
- 5
- More than 5

11. What was the average number of credits you took during a typical semester?

- Less than 4
- 4-6
- 10-12
- 13-15

7-9 More than 15

12. Did your program require work experience (not including internships) in the hospitality industry?

 Yes No

How many hours were required?

13. Excluding internships, have you been employed at any time during your undergraduate degree program?

 Yes No

While completing your bachelor's degree how many years did you work at least 5 hours each week, on average, during the academic year?

- 4 or more years More than 1, but less than 2 years
 More than 3, but less than 4 years Less than 1 year
 More than 2, but less than 3 years

While completing your bachelor's degree, in which of the following categories was the majority of your work experience?

- Full-time (40 hours or more each week)
 Part-time (less than 40 hours each week)
 Seasonal (Breaks: holidays and summer)
 Internship/s only
 Other. Please specify:

While completing your bachelor's degree, about how many hours in a typical 7-day week did you work?

- 0 hours/week
- 1-10 hours/week
- 11-20 hours/week
- 21-30 hours/week
- 31-39 hours/week
- 40 or more hours/week

While completing your bachelor's degree, what was the major area of your work experience?

- Lodging (hotels and motels)
- Restaurants (fast-food, casual, family-style, or fine dining)
- Bar or club (primary alcohol service, limited food may be served)
- Tourist attractions (amusement parks, museums, recreation areas)
- Resorts or casinos
- Stadiums or other event locations
- Other. Please specify:

What is your level of agreement with the following statements:

How did the following prepare you for working in the hospitality industry after graduation?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Work experience prepared me for my future hospitality career	<input type="radio"/>				
Academic coursework prepared me for my future hospitality career	<input type="radio"/>				
An internship prepared me for my future hospitality career	<input type="radio"/>				
All three (work experience, coursework, and internship) prepared me for my future hospitality career	<input type="radio"/>				

Career Focus

14. Did you complete an internship as part of your degree program?

- Yes, it was required
 - Yes, it was voluntary
 - No, but I am planning to complete one
 - No, I did not complete/ will not complete one
-

15. What work did you do in the first year following graduation?

- Worked full-time, in the hospitality field
- Worked full-time, not in the hospitality field
- Worked part-time, in the hospitality field
- Worked part-time, not in the hospitality field
- Attended graduate school
- Volunteer work
- I did not work
- Other. Please specify:

16. How many jobs (different companies) have you worked for since graduation?

- 1
 - 2-3
 - 4-5
 - More than 5
-

17. What was the primary reason for changing companies you have worked for since graduation?

- Obtained a promotion
- Lack of pay
- Relocated to a different area
- Conflicts with management
- Termination of position
- Closed operation
- Other. Please specify:

18. When you interviewed for your first hospitality position following graduation, what was the major focus of those interviews?

- General academic knowledge
- Industry-specific operations classes

- Work experiences
- Volunteer experiences
- Other. Please specify:

19. What is your level of agreement with the following?

These were conveyed as important to me during my interviews for hospitality positions:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Previous work experience	<input type="radio"/>				
Customer service	<input type="radio"/>				
Time management	<input type="radio"/>				
Communication	<input type="radio"/>				
Teamwork	<input type="radio"/>				
Sanitation knowledge	<input type="radio"/>				
Cost control and purchasing knowledge	<input type="radio"/>				
Finance or accounting concepts	<input type="radio"/>				
Involvement in clubs or activities	<input type="radio"/>				
Grade point average	<input type="radio"/>				
Faculty recommendations	<input type="radio"/>				
Employer recommendations	<input type="radio"/>				
Volunteer work	<input type="radio"/>				
Human resources concepts	<input type="radio"/>				
Operational-based coursework	<input type="radio"/>				

20. What is your level of agreement with the following?

My bachelor's degree program prepared me to interview for jobs following graduation.

- Strongly disagree Disagree Neutral Agree Strongly agree
-

21. How many years following graduation do you believe it will take to achieve the following positions?

	Less than 1 Year	1-5 Years	6-10 Years	11-15 Years	15-20 Years	More than 20 Years
Supervisor	<input type="radio"/>					
Manager	<input type="radio"/>					
Executive/Director	<input type="radio"/>					

22. Which of the following do you believe would expedite the time it takes to achieve the positions listed above?

- More work experience
 None of the above
 More academic coursework
 Other. Please specify: _____
 More internship experience

23. What is your level of agreement with the following?

My work experiences while in college:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Provided realistic general expectations of working in the hospitality industry	<input type="radio"/>				
Allowed for greater opportunities thus far in my early career	<input type="radio"/>				
Influenced my career expectations positively	<input type="radio"/>				

Understanding

24. Which best describes your primary reason for working while you were in college?

- I needed to work (for example: pay bills, support my family, pay off school loans).
 I had a desire to work (for example: gain experience, increase my knowledge).

25. Indicate how each of the following affected your progress of completing your degree.

--	--	--	--

	Very negatively	Negatively	Neutral No Effect	Positively	Very positively
Money, finances	<input type="radio"/>				
Work obligations	<input type="radio"/>				
Family obligations	<input type="radio"/>				
Academic advising	<input type="radio"/>				
Personal motivation	<input type="radio"/>				
Academic performance	<input type="radio"/>				
Health issues	<input type="radio"/>				
Personal relationships	<input type="radio"/>				

26. Indicate your level of agreement with each of the following as a reason you worked while completing your bachelor's degree?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Pay tuition and other bills	<input type="radio"/>				
Earn spending money	<input type="radio"/>				
Gain knowledge, skills, or experience	<input type="radio"/>				
Support my family	<input type="radio"/>				
Socialize or make friends	<input type="radio"/>				

27. What is your level of agreement with the following?

As a result of working while completing my studies, work-related issues I faced were:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Doing boring tasks at work	<input type="radio"/>				
Having limited advancement opportunities at work	<input type="radio"/>				
Dealing with unpleasant customers	<input type="radio"/>				
Cooperating with my supervisor	<input type="radio"/>				
Inability to relate to my coworkers	<input type="radio"/>				

28. What is your level of agreement with the following?

As a result of working while completing my studies, academic-related issues I faced were:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Meeting my own academic standards	<input type="radio"/>				
Balancing school and work	<input type="radio"/>				
Dealing with school stresses	<input type="radio"/>				
Inability to attend extracurricular activities	<input type="radio"/>				
Earning grades lower than desired	<input type="radio"/>				

29. What was the level of impact for each of the following?

Working while obtaining my degree affected my:

	Very Negatively	Negatively	Neutral/No Effect	Positively	Very Positively
Attendance in academic classes	<input type="radio"/>				
Class preparations (homework, completing assignments, group projects)	<input type="radio"/>				
Course grades in an average semester	<input type="radio"/>				
Grade point average (GPA)	<input type="radio"/>				
Participation in department-related functions	<input type="radio"/>				
Participation in university events or activities	<input type="radio"/>				
Overall student experience	<input type="radio"/>				

Future

30. What do you believe is the primary benefit of working, beyond program requirements, while obtaining your degree?

- Move to higher positions faster
- Better career opportunities
- Establish networks in the industry

Better pay

Other. Please specify:

31. From a hospitality career aspect, where do you see yourself five years from now?

Employed at the executive level in the hospitality industry

Employed at the managerial level in the hospitality industry

Employed at the supervisory level in the hospitality industry

Employed in the same position with the same company as now

Employed at the same position, with a different company from my current

Owner (or co-owner) of a hospitality business

Employed in a different industry

Not employed

Other. Please specify:

32. From a hospitality career aspect, where do you see yourself ten years from now?

Employed at the executive level in the hospitality industry

Employed at the managerial level in the hospitality industry

Employed at the supervisory level in the hospitality industry

Employed in the same position with the same company as now

Employed at the same position, with a different company from my current

Owner (or co-owner) of a hospitality business

Employed in a different industry

Not employed

Other. Please specify:

33. What is your level of agreement with the following?

My work experiences while in college have:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Helped promote a desire to succeed in the hospitality industry	<input type="radio"/>				
Showed me opportunities that were available in the hospitality industry	<input type="radio"/>				
Helped me to develop a strong confidence in my career choice	<input type="radio"/>				

Optional Open-Ended Questions

Thank you for your time in completing the survey.

There are three open-response questions included on this page. We would really appreciate just a few more moments of your time to provide us with your opinions that will help new or current hospitality management students with their future choices.

Please answer the following questions to the best of your ability, providing as much detail as possible.

If you could change anything about your college academic coursework, what would you do differently?

If you could change anything about your college work experiences, what would you do differently?

What advice would you offer current hospitality students who are about to graduate and enter the hospitality industry?

Optional Drawing

If you would like to be considered for a gift card drawing please enter your name and email address below. The drawing is optional and will be drawn at random once the survey collection period has ended. Your name and email address information will be kept separate from all of your earlier responses. The winners will be notified by email directly from the primary researcher (dgschoff@iastate.edu) so that arrangements for mailing can be made.

34. Optional Drawing:

Name:

35.

Email:

Thank You!

Thank you for taking our survey. Your response is very important to us.

APPENDIX H. PILOT VERSION OF STUDENT QUESTIONNAIRE

Hospitality Management Academic Coursework and Work Experience Survey

Qualification Questions

A. Are you working toward earning a bachelor's degree in hospitality management or a similar field (e.g. hospitality administration, hotel & restaurant management, and lodging management)?

Yes

No

B. Are you currently at least at senior-level standing in your program?

Yes

No

Yes/Yes: moves on, others will be thanked for taking time to help

General directions

We are investigating the benefits and challenges of gaining work experience by hospitality management students while completing their required academic coursework. Your experiences and opinions are valuable in determining these characteristics. Please complete the following questionnaire based on your experiences. *Select the responses to the following questions that best describe you and your experiences while completing your college degree.*

For the purposes of completing this questionnaire, please utilize the following definitions:

Work experience is the experience you gained from working (for pay) a job beyond anything required for the completion of your degree.

Internship experience is the experience you gained (for pay or not for pay) as part of your degree program and earned college credits.

Section # 1: General Demographic

1. What is your age range?
 - A. 18-20 years old
 - B. 21-25 years old
 - C. 26-30 years old
 - D. 31-35 years old
 - E. 36-40 years old
 - F. 41 years or older

2. What is your gender?
 - A. Male
 - B. Female

3. What ethnic group best describes you?

- A. American Indian or other Native American
 - B. Asian, Asian American, or Pacific Islander
 - C. Black or African American
 - D. White (non-Hispanic)
 - E. Hispanic or Latino
 - F. Multiracial
 - G. Other, Please specify _____
 - H. I prefer not to respond
4. When is your anticipated graduation year?
- A. 2012
 - B. 2013
 - C. 2014 or beyond
5. Which region is the school, where you are earning your bachelors degree, located?
- A. Northeast (CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VA, VT, WV)
 - B. Southeast (AL, FL, GA, KY, LA, MS, NC, PR, SC, TN)
 - C. Central (AR, KS, IA, IN, IL, MI, MN, MO, ND, NE, OH, OK, SD WI)
 - D. West (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, TX, UT, WA, WY)

Section # 2: Work and Education

Academic

6. What is your primary degree focus?
- A. Hotel/ lodging administration or management
 - B. Restaurant management
 - C. Tourism
 - D. Sports & entertainment
 - E. Event management
 - F. General hospitality
 - G. Other, please specify _____
7. What is your current cumulative GPA?
- A. 3.51-4.0
 - B. 3.01-3.5
 - C. 2.51-3.0
 - D. 2.0-2.5
 - E. < 2.0
 - F. I don't know
8. What is the average number of courses you take during a typical semester?
- A. 1
 - B. 2
 - C. 3
 - D. 4
 - E. 5

F. More than 5

9. What is the average number of credits you take during a typical semester?
- A. Less than 4
 - B. 4-6
 - C. 7-9
 - D. 10-12
 - E. 13-15
 - F. More than 15

Work Experience

10. Have you been employed (at any time) during your undergraduate degree program?
- A. Yes
 - B. No

If no please skip to question #16 (career focus section).

11. While completing your bachelor's degree how many years have you worked at least 5 hours each week, on average, during the academic year?
- A. More than 4 years
 - B. More than 3, but less than 4 years
 - C. More than 2, but less than 3 years
 - D. More than 1, but less than 2 years
 - E. Less than 1 year
12. While completing your bachelor's degree, in which of the following categories does the majority of your work experience?
- A. Full-time (40 hours or more each week)
 - B. Part-time (less than 40 hours each week)
 - C. Seasonal (Breaks: holidays and summer)
 - D. Internship/s only
 - E. Other, please specify _____
13. While completing your bachelor's degree about how many hours in a typical 7-day week do you work?
- A. 0 hours/week
 - B. 1-10 hours/week
 - C. 11-20 hours/week
 - D. 21-30 hours/week
 - E. 31-39 hours/week
 - F. 40 or more hours/week
14. While completing your bachelor's degree what is the major area of your work experience?

- A. Lodging (hotels and motels)
- B. Restaurants (fast-food, casual, family-style, or fine dining)
- C. Bar or club (primary alcohol service, limited food may be served)
- D. Tourist attractions (amusement parks, museums, recreation areas)
- E. Resorts or casinos
- F. Stadiums or other event locations
- G. Other industry field, please specify _____

15. What is your level of agreement with the following statements:

How do the following prepare you for working in the hospitality industry after graduation?

A. Work experience best prepares me for my future hospitality career

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

B. Academic coursework best prepares me for my future hospitality career

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

C. An internship best prepares me for my future hospitality career

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

D. All three (work experience, coursework, and internship) best prepare me for my future hospitality career

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

Section # 3: Career Focus

16. Which industry area do you plan to work in following graduation?

- A. Lodging (hotels and motels)
- B. Restaurants
- C. Bar or club
- D. Tourist attractions
- E. Resorts or casinos
- F. Stadiums or other event location
- G. Other, industry area, please specify _____
- H. I do not plan to work in hospitality or tourism

17. What are you planning to do in the first year following graduation?

- A. Work full-time, in the hospitality field
- B. Work full-time, not in the hospitality field
- C. Work part-time, in the hospitality field
- D. Work part-time, not in the hospitality field
- E. Attend graduate school
- F. Undecided
- G. Volunteer work
- H. I am not planning to work

18. Have you completed an internship as part of your degree program?
- Yes, it was required
 - Yes, it was voluntary
 - No, but I am planning to complete one
 - No, I did not complete/ will not complete one

Perception

19. How many years following graduation do you believe it will take to achieve the following positions?
- | | | | | | |
|--------------------|-----------|------------|-------------|-------------|--------------------|
| Supervisor | 1-5 years | 6-10 years | 11-15 years | 15-20 years | more than 20 years |
| Manager | 1-5 years | 6-10 years | 11-15 years | 15-20 years | more than 20 years |
| Executive/Director | 1-5 years | 6-10 years | 11-15 years | 15-20 years | more than 20 years |
20. Which of the following do you believe would decrease the average time it takes to achieve the various levels (listed above, in #19)?
- More work experience
 - More academic coursework
 - More internship experience
 - None of the above
 - Other, please specify _____

Section # 4: Understanding

If you did not work (while a student) please skip to question #28 (Future).

21. Which best describes your primary reason for working?
- I needed to work (pay bills, support my family, pay off school loans).
 - I had a desire to work (gain experience, increase my knowledge).
22. Put the following in order of negatively affecting your progress to completing your degree, from 1 to 6 with 1= less affected and 6= more affected.
- ___ Money, finances
 - ___ Work obligations
 - ___ Family obligations
 - ___ Lack of academic advising
 - ___ Lack of personal motivation
 - ___ Poor academic performance
23. Put the following in order of importance based on the reasons you worked while completing your bachelor's degree, from 1 to 5 with 1 = least important and 5= most important.
- ___ Pay tuition and other bills

- Earn spending money
- Gain knowledge, skills, or experience
- Support my family
- Socialize or make friends

24. Put the following in order of how each work-related aspect affected you based on your work experience while completing your bachelor's degree from 1-5, with 1 = least affect and 5 = most affect?

- Doing boring tasks at work
- Having limited advancement opportunities at work
- Dealing with unpleasant customers
- Cooperating with my supervisor
- Inability to relate to my coworkers

25. Put the following in order of how each academic-related aspect affected you based on working while completing your bachelor's degree from 1-5, with 1 = least affect and 5 = most affect?

- Meeting my own academic standards
- Balancing school and work
- Dealing with school stresses
- Inability to attend extracurricular activities
- Earning grades lower than desired

26. What is your level of agreement with the following?

Working as a student affected my:

A. Attendance in academic classes

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

B. Class preparations (homework, completing assignments, group projects)

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

C. Course grades in an average semester

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

D. Grade point average (GPA)

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

E. Participation in department-related functions

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

F. Participation in university events or activities

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

G. Overall student experience

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

27. If you were not employed during college, what would you have done with the extra time?
- A. Participated in community service or volunteered
 - B. Studied more for classes
 - C. Joined a club or organization
 - D. Took extra classes
 - E. Spent time with family or friends
 - F. Other, please specify _____

Future

28. From a career aspect, where do you see yourself in **five** years?
- A. Employed at the executive level
 - B. Employed at the managerial level
 - C. Employed at the supervisory level
 - D. Employed in the same position with the same company as now
 - E. Employed at the same position, with a company different from the one first started
 - F. Employed in a different industry
 - G. Not employed
29. From a career aspect, where do you see yourself in **ten** years?
- A. Employed at the executive level
 - B. Employed at the managerial level
 - C. Employed at the supervisory level
 - D. Employed in the same position with the same company as now
 - E. Employed at the same position, with a different company from the one first started
 - F. Employed in a different industry
 - G. Not employed
30. What is your level of agreement with the following?
- My work experiences while in college have:*
- A. Helped promote an initial desire to succeed in the hospitality industry
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree
 - B. Showed me initial opportunities that are available in the hospitality industry
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree
 - C. Helped me to develop a strong confidence in my career choice
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

Section # 5: Open-ended

Please answer the following questions to the best of your ability, providing as much detail as possible.

31. If you could change anything about your college academic coursework, what would you do differently?

32. If you could change anything about your college work experiences, what would you do differently?

33. What advice would you offer other students considering working while in college?

- _____
- _____
- _____

(Once they complete last questions.)

Your completed questionnaire has been received.

Thank you for your time.

Final page: (as per directions from survey coder at ISU)

If you would like to be considered for a gift card drawing please enter your name and email address below. The drawing is optional and will be drawn at random once the survey collection period has ended. Your name and email address information will be kept separate from all of your earlier responses. The winners will be notified by email directly from the primary researcher (dgschoff@iastate.edu) so that arrangements for mailing can be made.

APPENDIX I. PILOT VERSION OF GRADUATE QUESTIONNAIRE

Hospitality Management Academic Coursework and Work Experience Survey

Qualification Questions

A. Have you earned a bachelor's degree in hospitality management or a similar field (e.g. hospitality administration, hotel & restaurant management, and lodging management)?

Yes

No

Yes: moves on, others will be thanked for taking time to help

General directions

We are investigating the benefits and challenges of gaining work experience by hospitality management students while completing their required academic coursework. Your experiences and opinions are valuable in determining these characteristics. Please complete the following questionnaire based on your experiences. *Select the responses to the following questions that best describe you and your experiences while completing your college degree.*

For the purposes of completing this questionnaire, please utilize the following definitions:

Work experience is the experience you gained from working (for pay) a job beyond anything required for the completion of your degree.

Internship experience is the experience you gained (for pay or not for pay) as part of your degree program and earned college credits.

Section # 1: General Demographic

1. What is your age range?
 - A. 18-20 years old
 - B. 21-25 years old
 - C. 26-30 years old
 - D. 31-35 years old
 - E. 36-40 years old
 - F. 41 years or older

2. What is your gender?
 - A. Male
 - B. Female

3. What ethnic group best describes you?
 - A. American Indian or other Native American
 - B. Asian, Asian American, or Pacific Islander
 - C. Black or African American
 - D. White (non-Hispanic)

- E. Hispanic or Latino
- F. Multiracial
- G. Other, please specify _____
- H. I prefer not to respond

4. What year did you graduate?
 - A. Between 2010 and 2012
 - B. Between 2007 and 2009
 - C. Between 2004 and 2006
 - D. Between 2001 and 2003
 - E. 2000 or earlier

5. Which region is the school, where you earned your bachelors degree, located?
 - A. Northeast (CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VA, VT, WV)
 - B. Southeast (AL, FL, GA, KY, LA, MS, NC, PR, SC, TN)
 - C. Central (AR, KS, IA, IN, IL, MI, MN, MO, ND, NE, OH, OK, SD WI)
 - D. West (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, TX, UT, WA, WY)

6. What is your current employment status?

Full-time = 40 or more hours per week; Part-time = less than 40 hours per week

 - A. Full-time – managerial
 - B. Full-time- supervisory position
 - C. Full-time- general employee level
 - D. Part-time –any level
 - E. Not currently employed

7. In which industry area do you currently work?
 - A. Lodging (hotels and motels)
 - B. Restaurants (fast-food, casual, family-style, or fine dining)
 - C. Bar or club (primary alcohol service, limited food may be served)
 - D. Tourist attractions (Amusement parks, museums, recreation areas)
 - E. Resorts or casinos
 - F. Stadiums or other event locations
 - G. Other industry field, please specify _____

Section # 2: Work and Education

Academic

8. What was your primary degree focus?
 - A. Hotel/ lodging administration or management
 - B. Restaurant management
 - C. Tourism
 - D. Sports & entertainment
 - E. Event management
 - F. General hospitality

G. Other, please specify _____

9. What was your cumulative GPA?
- A. 3.51-4.0
 - B. 3.01-3.5
 - C. 2.51-3.0
 - D. 2.0-2.5
 - E. < 2.0
 - F. I don't know
10. What is the average number of courses you took during a typical semester?
- A. 1
 - B. 2
 - C. 3
 - D. 4
 - E. 5
 - F. More than 5
11. What was the average number of credits you took during a typical semester?
- A. Less than 4
 - B. 4-6
 - C. 7-9
 - D. 10-12
 - E. 13-15
 - F. More than 15

Work Experience

12. Were you employed (at any time) during your undergraduate degree program?
- A. Yes
 - B. No

If no please skip to question #18 (career focus section)

13. While completing your bachelor's degree how many years did you work at least 5 hours each week, on average, during the academic year?
- A. More than 4 years
 - B. More than 3, but less than 4 years
 - C. More than 2, but less than 3 years
 - D. More than 1, but less than 2 years
 - E. Less than 1 year
14. While completing your bachelor's degree, in which of the following categories was the majority of your work experience?

- A. Full-time (40 hours or more each week)
 - B. Part-time (less than 40 hours each week)
 - C. Seasonal (Breaks: holidays and summer)
 - D. Internship/s only
 - E. Other, please specify _____
15. While completing your bachelor's degree, about how many hours in a typical 7-day week did you work?
- A. 0 hours/week
 - B. 1-10 hours/week
 - C. 11-20 hours/week
 - D. 21-30 hours/week
 - E. 31-39 hours/week
 - F. 40 or more hours/week
16. While completing your bachelor's degree, what was the major area of your work experience?
- A. Lodging (hotels and motels)
 - B. Restaurants (fast-food, casual, family-style, or fine dining)
 - C. Bar or club (primary alcohol service, limited food may be served)
 - D. Tourist attractions (Amusement parks, museums, recreation areas)
 - E. Resorts or casinos
 - F. Stadiums or other event locations
 - G. Other industry field, please specify _____
17. What is your level of agreement with the following statements:
How did the following prepare you for working in the hospitality industry after graduation?
- A. Work experience best prepared me for my future hospitality career
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree
 - B. Academic coursework best prepared me for my future hospitality career
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree
 - C. An internship best prepared me for my future hospitality career
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree
 - D. All three (work experience, coursework, and internship) best prepared me for my future hospitality career
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

Section # 3: Career Focus

18. Did you complete an internship as part of your degree program?
- A. Yes, it was required
 - B. Yes, it was voluntary
 - C. No, but I am planning to complete one
 - D. No, I did not complete/ will not complete one
19. What work did you do in the first year following graduation?
- A. Worked full-time, in the hospitality field
 - B. Worked full-time, not in the hospitality field
 - C. Worked part-time, in the hospitality field
 - D. Worked part-time, not in the hospitality field
 - E. Attended graduate school
 - F. Volunteer work
 - G. I did not work
20. How many jobs (different companies) have you worked for since graduation?
- A. More than 5
 - B. 4-5
 - C. 2-3
 - D. 1
21. What was the primary reason for changing companies you have worked for since graduation?
- A. Obtained a promotion
 - B. Lack of pay
 - C. Relocated to a different area
 - D. Conflicts with management
 - E. Termination of position
 - F. Closed operation
 - G. Other, please specify _____

Interviews

22. When you interviewed for your first hospitality position following graduation, what was the major focus of those interviews?
- A. General academic knowledge
 - B. Industry-specific operations classes
 - C. Work experiences
 - D. Volunteer experiences
 - E. Other, please specify _____
23. Identify the factors that have been conveyed as important in your interviews for hospitality positions thus far?
Please rate the following from 1 to 15, with 1 = least important and 15 = most important.
- A. Previous work experience _____
 - B. Customer service _____

- C. Time management _____
- D. Communication _____
- E. Teamwork _____
- F. Sanitation _____
- G. Cost control and purchasing _____
- H. Finance and/or accounting concepts _____
- I. Clubs or activities participation _____
- J. Grades earned _____
- K. Faculty recommendations _____
- L. Employer recommendations _____
- M. Volunteer work _____
- N. Human resources _____
- O. Operational-based coursework _____

24. What is your level of agreement with the following?

My bachelor's degree program prepared me to interview for jobs following graduation.
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

Perception

25. How many years following graduation do you believe it will take to achieve the following positions?

Supervisor

1-5 years 6-10 years 11-15 years 15-20 years more than 20 years

Manager

1-5 years 6-10 years 11-15 years 15-20 years more than 20 years

Executive/Director

1-5 years 6-10 years 11-15 years 15-20 years more than 20 years

26. Which of the following do you believe would decrease the average time it takes to achieve the various levels (listed above, in #21)?

- A. More work experience
- B. More academic coursework
- C. More internship experience
- D. None of the above
- E. Other, please specify _____

27. What is your level of agreement with the following?

My work experiences while in college:

- A. Provided realistic general expectations of working in the hospitality industry
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree
- B. Allowed for greater opportunities thus far in my early career
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree
- C. Influenced my career expectations positively

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

Section # 4: Understanding

If you did not work (while a student) please skip to question #35 (Future).

28. Which best describes your primary reason for working while you were in college?
 A. I needed to work (pay bills, support my family, pay off school loans).
 B. I had a desire to work (gain experience, increase my knowledge).
29. Put the following in order of negatively affecting your progress to completing your degree, from 1 to 6 with 1= less affected and 6= more affected.
 Money, finances
 Work obligations
 Family obligations
 Lack of academic advising
 Lack of personal motivation
 Poor academic performance
30. Put the following in order of importance based on the reasons you worked while completing your bachelor's degree, from 1 to 5 with 1 = least important and 5= most important.
 Pay tuition and other bills
 Earn spending money
 Gain knowledge, skills, or experience
 Support my family
 Socialize or make friends
31. Put the following in order of how each work-related aspect affected you based on your work experience while completing your bachelor's degree from 1-5, with 1 = least affect and 5 = most affect?
 Doing boring tasks at work
 Having limited advancement opportunities at work
 Dealing with unpleasant customers
 Cooperating with my supervisor
 Inability to relate to my coworkers
32. Put the following in order of how each academic-related aspect affected you based on working while completing your bachelor's degree from 1-5, with 1 = least affect and 5 = most affect?
 Meeting my own academic standards
 Balancing school and work
 Dealing with school stresses
 Inability to attend extracurricular activities
 Earning grades lower than desired

33. What is your level of agreement with the following?

Working as a student affected my:

A. Attendance in academic classes

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

B. Class preparations (homework, completing assignments, group projects)

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

C. Course grades in an average semester

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

D. Grade point average (GPA)

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

E. Participation in department-related functions

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

F. Participation in university events or activities

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

G. Overall student experience

1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

34. If you were not employed during college, what would you have done with the extra time?

A. Participated in community service or volunteer

B. Studied more for classes

C. Joined a club or organization

D. Took extra classes

E. Spent time with family or friends

F. Other, please specify _____

Future

35. From a career aspect, where do you see yourself in **five** years?

A. Employed at the executive level

B. Employed at the managerial level

C. Employed at the supervisory level

D. Employed in the same position with the same company as now

E. Employed at the same position, with a different company from my current

F. Employed in a different industry

G. Not employed

36. From a career aspect, where do you see yourself in **ten** years?

A. Employed at the executive level

B. Employed at the managerial level

- C. Employed at the supervisory level
- D. Employed in the same position with the same company as now
- E. Employed at the same position, with a different company from my current
- F. Employed in a different industry
- G. Not employed

37. What is your level of agreement with the following?

My work experiences while in college have:

- A. Helped promote a desire to succeed in the hospitality industry
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree
- B. Showed me initial opportunities that were available in the hospitality industry
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree
- C. Helped me to develop a strong confidence in my career choice
1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree

Section # 5: Open-ended

Please answer the following questions to the best of your ability, providing as much detail as possible.

- 38. If you could change anything about your college academic coursework, what would you do differently?
- 39. If you could change anything about your college work experiences, what would you do differently?
- 40. What advice would you offer current hospitality students who are about to graduate and enter the hospitality industry?
 - _____
 - _____
 - _____

(Once they complete the last question)

Your completed questionnaire has been received.

Thank you for your time.

Final page: (as per directions from survey coder at ISU)

If you would like to be considered for a gift card drawing please enter your name and email address below. The drawing is optional and will be drawn at random once the survey collection period has ended. Your name and email address information will be kept separate from all of

your earlier responses. The winners will be notified by email directly from the primary researcher (dgschoff@iastate.edu) so that arrangements for mailing can be made.

APPENDIX J. PILOT TEST EVALUATION QUESTIONNAIRE

1. How long did it take you to complete the questionnaire?

_____ minutes

2. Were the questions clear and understandable?

Yes

No

If no please indicate question number and what needs to be clarified.

Question number	Clarification

3. Was the scale clear and understandable?

Yes

No

If no, please indicate what could be done to make it more understandable.

4. What suggestions do you have to make this questionnaire better?

5. Did you experience any technical problems with the online questionnaire?

Yes

No

If yes, please indicate the problems you encountered

Thank you for your assistance.

**APPENDIX K. EMAIL SCRIPT USED TO OPEN COLLECTION PERIOD
WITH PROGRAM HEADS**

Dear (name of department head),

Thank you for agreeing to help me with my dissertation research at this time I am ready to begin the official collection phase. Your help is essential to the success of my overall project. Below you will find information and the links to the web-based questionnaires, one for your students and one for your graduates/alumni (which would include any graduate students). At this time, the collection period will be open through the Thanksgiving holiday and will close shortly thereafter. If you could, please distribute or forward the following information and links to your program's students and graduates. They are set up below (and attached) to be directly copy/pasted into an email from you to both groups. Also if you prefer there are two individual pdf file documents attached that may also be distributed.

Thank you again for your all of your help. Please let me know if you have any questions.

Don

Dear Senior-level students,

Hello, I am a doctoral student at Iowa State University and completing my dissertation research. Your program director or department chair has graciously enabled me to reach out to you as current students of the hospitality management program. **The purpose of this research study is to examine the potential benefits and challenges associated with gaining work experience within the hospitality/tourism industry.** You are being invited to participate in this study because you are a current senior-level student in a hospitality/tourism program. The following questionnaire (through the link provided) will take you less than ten minutes to complete. Your time and responses will be extremely helpful and are very much appreciated.

<http://humansciences.courseworkexp.sgizmo.com/s3/>

Thank you,

Donald G. Schoffstall

EdS., CSC, CHE, FMP

Dear Graduates/alumni,

Hello, I am a doctoral student at Iowa State University and completing my dissertation research. Your program director or department chair has graciously enabled me to reach out to you as graduates of the hospitality management program. **The purpose of this research study is to examine the potential benefits and challenges associated with gaining work experience within the hospitality/tourism industry.** You are being invited to participate in this study because you are a recent graduate from a hospitality/tourism program. The following (through the link provided) questionnaire will take you approximately ten minutes to complete. Your time and responses will be extremely helpful and are very much appreciated.

<http://humansciences.workexperience-grad.sgizmo.com/s3/>

Thank you,

Donald G. Schoffstall

EdS., CSC, CHE, FMP

APPENDIX L. RECORDED OPEN-ENDED RESPONSES

Question One – Raw Data Responses		
Graduate (1) or Student (2)	Order of response number	If you could change anything about your college academic coursework, what would you do differently?
1	1	NA
1	2	NA
1	3	NA
1	4	NA
1	5	Double major.
1	6	NA
1	7	Nothing bc what I took is what I had to take
1	8	More practical experience less book work.
1	9	I would have choosen a minor in a non business field to broaded my education.
1	10	I wish there had been a class on what to expect as you enter the "real world." I had no concept of pay scale and what I should be aiming for as an entry level salary. A class on personal finance and budgeting would also be helpful to most students as they graduate. The lessons learned in a class like this are very applicable to business and being fiscally prudent.
1	11	NA
1	12	Get to know my teachers better
1	13	More classes on hotels. Only had 1.
1	14	NA
1	15	Gain more practical knowledge in terms of taking relevant courses earlier in my college career.
1	16	NA
1	17	I would have taken advantage of more of the elective courses and stretched out coursework over full 8 semesters instead of graduating a semester early.
1	18	add more classes on marketing and PR.
1	19	I enjoyed my academic coursework and I'm not sure I would change much. I would have liked having options for more challenging coursework (calculus, physics, chemistry, organic chem) to better prepare for graduate work though.
1	20	Nothing.
1	21	NA
1	22	More coursework on POS systems, I was clueless coming out of school.
1	23	NA
1	24	NA
1	25	I think the course work should deal more with the "real" world. If

		I hadn't been working while going to college I would have never grown as fast as I have.
1	26	I would attend a program that was less geared towards hotel operations and more towards hotel finance, development, and real estate. My degree is a quality degree for someone who desires to one day manage a hotel or a department within a hotel. I learned early on that my passion, while still hotel related, is more in line with real estate development and investments. There are several hotel school programs with this type of focus.
1	27	More management classes
1	28	More focus on marketing for those focusing on event/meeting management
1	29	NA
1	30	Make it mandatory to do some type of related internship every single year in the program. More focus on how important your general courses really are (accounting, hr, business writing) not just your hospitality specific courses.
1	31	More hands on experience
1	32	Less busy work, higher standards from faculty (outside the hospitality faculty).
1	33	Seeked help when I needed it.
1	34	NA
1	35	realize that it is never too late to change your major.
1	36	NA
1	37	Audit additional general knowledge classes -- similar to my own major but a broader base of knowledge.
1	38	Not everyone has the opportunity to get work experiences while they are going to school. Because of that, I think that something in the school should create a way for them to get more work experiences before they graduate. I think that would help because it would prepare students more for interviews and real world tasks and problems that they are going to be faced with in their future so it would be less overwhelming for new time workers in the industry.
1	39	I would have liked more real world examples about other aspects besides work in the front office, perhaps in corporate hospitality life. Also, more rigorous finance, accounting, and economics courses.
1	40	Add a financial/business course and make the course-work a little more relevant in places.
1	41	Take more courses that pertained to small business management
1	42	I would specialize more, rather than getting such a broad view of the hospitality industry
1	43	Require more internship time or work experience.
1	44	NA
1	45	NA

1	46	More focus on restaurants. Our program was more geared toward hotels.
1	47	I would have majored in finance or accounting with a minor in hospitality. This would have still afforded opportunities in the hospitality industry while providing knowledge that could be used outside of the hospitality industry.
1	48	I would add more "strategy" coursework... why do we make the decisions that we make... how do we know if the results are good or bad?
1	49	more practical computer courses - microsoft office, financial modeling, and case studies
1	50	Our program was very focused on hotels and Restaurants, it'd be nice to have a tourism perspective as well.
1	51	I believe our coursework at (name of university) was very balanced between the business end (accounting, finance) and the operational end. I wish we had more time spent learning marketing and the realities of running a restaurant from the business failure standpoint.
1	52	More courses involving real life case studies and/or working with actual business to solve or fix problems. More interaction with current management in the fields to give better expectations of what is expected and how to succeed
1	53	Have an aspect of Human Resources as part of the course work - real world examples. When I was in school there was nothing that reflected the challenges of work place politics, when I was offered a position with a luxury hotel company - it was culture shock and I was appalled at how things "really" worked
1	54	Study harder
1	55	More focus on Hospitality Finance and Financial Statements, market dynamics, rate strategy, budgeting methods.
1	56	NA
1	57	I would have liked a more focused degree. I took numerous restaurant and cooking classes which were fun, but don't know how relevant they were to my desire to work in special event planning. I think more of a focus on HR, business operations, sales and event related class work would have assisted in me finding the right job after college.
1	58	I would take event management classes
1	59	I would have changed one of my professors. He was knowledgeable, but he was so far off the spectrum of reality when teaching the students that he relayed a false sense of perception for immediate gratification when we graduated.
1	60	NA
1	61	NA
1	62	Add classes in entrepreneurship. Teach more about the creation of new businesses, how to start a business yourself. More about

		how to finance a business.
1	63	NA
1	64	Area did not offer a plethora hospitality jobs. The college should have been located in a major metro area.
1	65	At times the course work seemed mindless. It was great participating in the classes that pertained to your major, but some of the generic general classes lacked enthusiasm for learning and would be boring to attend.
1	66	I would have liked my professors to relate the information they taught us to our career. Statistics, finance, accounting, economics... I never cared about those subjects because I didn't think it mattered. Now, I wish the professors taught it in a way where I could see the relevance.
1	67	I wish there was more emphasis on coursework that would support a career at the corporate level - in development, finance, acquisitions, etc. More strategic. A lot was strictly operations based.
1	68	nothing.
1	69	More experience based classes
1	70	Focus more on the group project aspect as this truly assisted me in working with different types of people. At the time, I didn't see things this way and was more focused on the content rather than the process.
1	71	Utilize my professors' office hours.
1	72	NA
1	73	It has been along time since I graduated I know coursework has changed over the years - I can't think of anything specifically but bringing in current Manager's to give real life experiences about the industry as much as possible seems to be very beneficial.
1	74	I would attend more of the optional guest lectures and seminars. At the time they seemed less important because they wouldn't be on any test, but now I regret passing up the opportunity to hear some world-renowned speakers.
1	75	Do the work myself and not copy or cheat.
1	76	NA
1	77	Had an outline of skills that needed to be developed and an evaluation of those skills were met/
1	78	have a minor in something, like art or music
1	79	NA
1	80	NA
1	81	NA
1	82	offer more electives of real life experiences, internships, cooking classes, job shadowing
1	83	NA
1	84	NA
1	85	had more executives from hotels and restaurants come to our

		classes to teach us and allow us to ask them questions, also to improve the quality of our program and teachers
1	86	NA
1	87	NA
1	88	Too much time spend on core classes that had nothing to do with my degree. I think the core choices today are better than we had in the late 80's. My daughter is a freshman in college and core choices are broader and better.
1	89	NA
1	90	NA
1	91	NA
1	92	Having worked in the industry since highschool, it was pretty easy.
1	93	Different degree completely. My interests have changed and I would go into the medical field or IT management
1	94	NA
1	95	My degree was in Hotel and Restaurant Management. Looking back, I would have liked to get a better feel for both sides of the program earlier on rather than taking a lot of general hospitality courses. That way, I could have seen the pros and cons to each side (hotel/restaurant) and have a better grasp of which each entailed earlier into my studies. Having this focus would have been helpful in maximizing my studies towards that subject.
1	96	Greater focus on leadership (specifically managing managers and/or department heads), managerial/leadership psychology and team dynamics, union dynamics and impacts on leading/managing in the hospitality field.
1	97	NA
1	98	I think the program was very well balanced.
1	99	NA
1	100	NA
1	101	NA
1	102	NA
1	103	I would probably look at different career tracks within the Business Admin or Accounting disciplines due to my current role as Dir. Of Finance at a Hotel having an Accounting degree would benefit me greatly to move in to Regional or beyond positions within my company.
1	104	NA
1	105	Less emphasis on how to read an annual report and more about managing people, dealing with budgets, reading p&l revenue management and marketing and advertising.
1	106	get tutors
1	107	nothing
1	108	More practical experience in the classroom. I believe that the program has added these types of hands on classes. When I was

		there, it was all textbook learning.
1	109	NA
1	110	Nothing...it was the best of times. The course work was part of the Business School, and I found not much of it to be applicable to my chosen field of Catering and Convention Services. Learning the front desk system (before computers) and the accounting columns for a hotel were worthless in real life. I'm sure it is much different now!
1	111	Have more fun! :-) Worked hard for a high GPA - noone ever asked to see my grades..
1	112	NA
1	113	It was great in helping me understand the needs of the industry and work ethic required. Too many people don't understand the need to work nights, weekends, holidays etc. If it is important for you to be home with your Mom on Mother's Day you are probably in the wrong industry.
1	114	More courses designed to the changes in demographic of people you work with. Right now there are several different generations working together and different styles of management and communication.
1	115	I would maybe get a degree in education instead.
1	116	Less busy work, more analytical thinking
1	117	Looking back, would have maybe double-majored or minored in Human Resources. It is a great tool for hospitality, and also something I am very interested in and passionate about for a future career. It is a hard industry to get into though without work experience or a B.A. in.
1	118	Nothing
1	119	NA
1	120	I had some classes where I had to work on a group project. These projects were such as planning an actual event, creating a business plan, or making strategies and running a hotel simulation virtually. I would put more focus on planning these projects and asking for advices or help from the professors if I could go back.
1	121	do a degree specialized in healthcare related subject, as this is a blooming industry
1	122	I would have majored in general business administration rather than focusing on hospitality.
1	123	NA
1	124	Nothing
1	125	NA
1	126	Majored in Finance. Better work/life available in that field.
1	127	I enjoyed my coursework and wouldn't change any aspect of that.
1	128	I would have gotten a different degree I learned more working in restaurants and hotels than I ever did in a classroom. The degrees only purpose is to say I have a college degree when applying for

		jobs.
1	129	NA
1	130	NA
1	131	I would have selected an alternate major.
1	132	More hand on experience.
1	133	NA
1	134	NA
1	135	I wish I would have taken more education classes, Currently completing my teaching license
1	136	I think it would be to really take more notes on the material so I understood some of it better. Some of the trouble was that there was a lot of information that I didn't understand reading the first time through. Time management was something that I didn't have back then that I now have.
1	137	Take more time to absorb course material rather than just do what I needed to do to pass the class.
1	138	NA
1	139	NA
1	140	Stronger interaction with counselors earlier in my college career.
1	141	I thought I would never go into hotels. And what do you know, that is what I am doing. Would have paid attention more in those lodging classes. Wish (name of university) would have incorporated more outside companies with classes. More hands on learning.
1	142	NA
1	143	I feel as though my college curriculum was well rounded and full of information about different aspects about the hospitality industry.
1	144	Focus on what to expect in real life when entering the real world. Better prepare me for real life expectations of specific jobs and what it takes to succeed.
1	145	Longer study abroad and language requirements
1	146	More focus on business courses; perhaps work more directly with the College of Business
1	147	NA
1	148	NA
1	149	NA
1	150	NA
1	151	Make it more realistic. For example, tea room, while extremely fun is a very unrealistic version of what students would experience in the industry. Class work only relates to real world experience a little bit.
1	152	More hotel experience.
1	153	Focus more on the physical, hard work required to succeed in most hospitality positions. Most hospitality positions, even as

		managers, are required to work hard and be involved in front line operations. I don't believe this is focused on or conveyed enough to students. I knew several students who had NEVER worked in a restaurant or hospitality industry but were majoring in (name of program); that is crazy and I would bet money they did not last in this industry.
1	154	NA
1	155	Since so much of the hospitality business is managing personal relationships, both with customers, coworkers and employees I think that adding more classes that address these issues would help. These could be psychology classes or something of that manner.
1	156	NA
1	157	Take more classes related to marketing and human resources. Our degree only required 1 300 level class for mktg and 1 200 level class for HR.
1	158	NA
1	159	it has been 9 years since i was in college, i don't think i would do it differently if i had to do it over again. i am happy where my experiences have taken me thus far
1	160	Include airline operation and management courses
1	161	Nothing, other than that I have found myself outside of the hospitality industry
1	162	NA
1	163	I think it would be great to have a class about how to serve properly and also what the different plate settings are for customers. There should also be a interview prep course that is required for students. There should also be more advisors for the program. We should also more companies come in and talk to the students about the industry. Have a food and beverage pairing class because it is really important.
1	164	nothing. from what I learned in interviews, the grades I got and courses I took were just the "light reading" for the interviewer before they met me. most interviewers were impressed with the hours i worked while going to school. they were impressed with the number of positions i had performed in the hospitality industry. what they are really looking for is how you perform in the interview.....confidence is key and a smile in an adverse situation is the icing they want.
1	165	I truly enjoyed my college years and did well in school.
1	166	Being in the lodging aspect of the industry, I would have liked more direct involvement with hotel operations. For example, getting to use different PMS's. I think it would have beneficial to shadow a hotel employee for a day or so.
1	167	More emphasis on practical and actual work.
1	168	Not start out in the design program!

1	169	NA
1	170	More case studies and practical knowledge along with coursework. However, coursework is very important.
1	171	NA
1	172	Include some additional courses or information about the sales, catering and conference service side of the hospitality industry. My program was very much an operational based program including front of the house/operations of the hotel, accounting, etc. I learned very little about sales, catering and conference services and it is a very large and important of making the hotel work successfully.
1	173	It focused way too much on hotel operations and hardly any focus on the restaurant/financial aspect of the hospitality field which is much more important. Especially the financial side of it.
1	174	NA
1	175	NA
1	176	The ability to look at a place of work as a overall organization and how I may fit (what is the business model, business culture). The ability to look at what is happening to others around me in terms of maintaining employment in the long run, what is the pattern of promotions and internal policy of rewards (what is a good move within the organization and when is there a pattern where it is time to move on). In other words how do I read how the organization operates as it relates to my future (not what they say but what are the facts I can determine?).
1	177	NA
1	178	Tried.
1	179	More investment in supervisory and human resources curriculum. More investment in translating business strategy and goals to execution - building a business plan that includes deeper analysis, costing, more robust justification and outline of principles defending a position. More case study and less theory.
1	180	I would schedule less classes that began at 8:00 AM :) Seriously though, I would try and take less courses and spread my college career over 4 1/2 or 5 years.
1	181	NA
1	182	NA
1	183	Have been able to financially afford to do a semester abroad at a sister hospitality program.
1	184	I would have studied finance instead.
1	185	NA
1	186	More hands on courses for things you actually need to know when you get out of school and into the workforce. Less text book stuff you need to memorize that you will never use.
1	187	More focus in the course work on culinary arts and restaurant management. Less on hotels.

1	188	More current real life situations. More variety. It was too focused on hotel management and restaurant work. I'm a convention services manager now. There needs to be some focus on details; selling.
1	189	Have more focus on the hotel/ lodging side of Hospitality and not as much on the restaurant side.
1	190	Better Classes. I graduated (name of program). There was not much restaurant classes at that time.
1	191	I would have appreciated more about the management side of hospitality work. I did a lot of "this is what the book says, but this is what really happens" to classmates. I think more internships with real world experience starting at the bottom would benefit persons moving into management after school.
1	192	To offer interview/networking help for seniors.
1	193	I would have chosen to perhaps double major with a marketing degree. I think it would make me more valuable as an employee.
1	194	NA
1	195	I would have an emphasis in one particular area.
1	196	NA
1	197	I would take more business classes that were related to general business and a little less specific to hospitality.
1	198	I would change the course work to make it more relevant to today's hospitality industry.
1	199	Definitely would have minored in Business, not walked away with ONLY a hospitality degree
1	200	NA
1	201	NA
1	202	NA
1	203	I would have like to have more options on taking event planning and catering classes during school.
1	204	NA
1	205	Have more interaction within the classroom discussing life after college.
1	206	More hands on courses.
1	207	I would have stayed in the dietitian / nutrition field.
1	208	NA
1	209	nothing
1	210	Provide more elective options that relate to specific segments of the industry in a detailed manner. Or allow students to specialize in a particular area of the industry.
1	211	Pick another major because there is very little money in the hospitality industry.
1	212	more case studies. to try to understand what really goes on.
1	213	I would add more courses geared towards lodging and less on food/restaurant related classes if that isn't students' interests.

		More classes that teach about the different brands and segments of the industry rather than your typical full service operation. I would also have more classes that teach communication and human behavior classes since that is what most managers deal with and often lack at the supervisory and lower managerial level. This would not only enhance young professionals careers, but would also benefit the industry as a whole and would also positively affect customer service and thus the bottom line.
1	214	The coursework was all good.
1	215	NA
1	216	Cut back on the general studies courses. Science classes don't benefit me in my work, and probably never will. UNLESS they are hospitality related. Same with history.
1	217	Adjust upper level courses to they are not all to be completed senior year...adjust pre-requisites appropriately. The difficulty level leads to a lower pass percentage and lead to stress about passing in order to graduate on time.
1	218	I think requiring more than one internship during the 4 years would be good, and in different departments. I think a hands on Maintenance class would be nice, like a lab to accompany the traditional class. Where I received my degree we had labs for restaurant classes and we got to learn the technique in class then put it to use in lab. I think it is important for managers to know a little bit in every department and being able to replace wallpaper for instance along with the rest of the team is great motivation for the employees.
1	219	NA
1	220	The hospitality industry was made out to be big and glamorous. I think they need to make it more realistic. They should implement more of the resume writing and interviewing techniques and explain better what level you should expect to start out at as an entry level employee. Not as a big executive.
1	221	More hands on experiences, more industry related speakers, resume building workshops, networking forums or providing students to attend (ISES or CMP meetings)
1	222	Maybe arrange my schedule differently so i had all classes on 3 days; with 2 days off to work fulltime (rather than parttime - a few hours a few days).
1	223	NA
1	224	Interview one-on-one during our internship course
1	225	More hands on work and more real life situations to learn from
1	226	I would have sought out classes to give me a more well-rounded education - topics such as food, design, etc. to benefit my career in events.
1	227	NA
1	228	NA

1	229	Try harder to understand accounting. It will help in the future to know it better
1	230	I would have studied abroad.
1	231	NA
1	232	I wish I had developed better time management skills in my early college years. Balancing work and coursework was difficult at times and I often went without sleep to complete tasks on time.
1	233	NA
1	234	NA
1	235	Because I was an Events Management concentration, perhaps adding a Design course of some sort
1	236	If I could change something, I would choose not to concentrate in events management. I feel that upon graduating, having the general "hospitality management" degree was sufficient and most employers did not have an interest in what you concentrated in. The cared about your internships and work experience.
1	237	NA
1	238	NA
1	239	NA
1	240	I wish there were more hands-on classes that taught you about different cirrcumstances at hotels/hospitality industry outlets; ie- case studies, etc.
1	241	Probably not. As much as work affected some of my studies... I was still able to accomplish everything I wanted out of college
1	242	N/A
1	243	I would of majored in business and minored in hospitality.
1	244	more hands on, real life experiences.
1	245	I would have built better relationships with professors and participated in more class discussion. Also, internships were optional and I would have taken part in one to learn more about the hospitality industry in general.
1	246	Take classes with more hands-on experience. I find that is the most beneficial way to learn in hospitality.
1	247	NA
1	248	I was pleased with all aspects.
1	249	NA
1	250	Have it relate more to the industry, more hands on versus theory.
1	251	NA
1	252	More variety of classes to take
1	253	The first few years of college were an adjustment; I was 2000 miles away from home, responsible for my health and my studies and balancing coursework with extracurricular and social activities. By my senior year, I was studying in the library on a regular basis, had shed some less than healthy relationships and had found balance between my activities and school. I wish I had found this balance a little earlier in my experience but that may

		be an unrealistic regret.
1	254	NA
1	255	Take the wine course offered. Didn't expect to be a restaurant manager so I didn't take it but I am and wish I did.
1	256	I wouldn't change a thing about the coursework. I had a great time and learned a lot while enjoying my undergrad experience. Honestly, it wasn't challenging enough for me and I didn't feel like I reached my potential in the undergrad program, so I went ahead and got my MBA before moving on to the working world. I have never worked in hospitality except for my internship and I have no plans to ever work in the industry.
1	257	NA
1	258	NA
1	259	I would not have changed anything about my coursework.
1	260	Study more
1	261	I wish that I had focused more on taking additional classes that would have been of benefit to me in the job I desired.
1	262	Focus more
1	263	I would have liked to have seen more coursework and opportunities in the tourism side of Hospitality.
1	264	NA
1	265	I would have found it beneficial to have taken more sales/ and marketing classes as sales has been my job since graduation.
1	266	Add in more hands on projects or experiences rather than learned from lectures and powerpoint presentations. Hands on activities and professionals speaking to the class would have had a more impact on my learning.
1	267	Take more accounting and computer programming classes.
1	268	More real world application in classes and less general book work.
1	269 - 281	NA
1	282	I wish that our coursework had more emphasis toward the restaurant industry. At the time, they were more focused on the hotel industry.
1	283	NA
1	284	NA
1	285	NA
1	286	NA
1	287	NA
1	288	More real life situations
1	289 - 302	NA
1	303	Needs to be more hands on learning, possibly some sort of work study program that will count as coursework...more classes with lecture and accompanying lab.
1	304	NA

1	305	NA
1	306	NA
1	307	NA
1	308	NA
2	309	Have more papers, less tests, or tests that didn't stress you out to the point where you couldn't concentrate because you were so stressed. Less math.
2	310	Implement more practic-oriented courses, something I could really learn, not just talk about
2	311	NA
2	312	I wouldn't have changed my major half way through college.
2	313	I believe there should be a focus on personal finances and less focus on general Ed classes.
2	314	Have the department of hospitality coordinate testing dates so that students don't get 3 or 4 exams in one day. It defeats the purpose of studying as you can't devote your time to one subject, but to 4.
2	315	I am interested in helped to redo how our classes are set up, I wish our classes were more specialized. I think we should have paths we go down: hotel, restaurants, events, & clubs and resorts.
2	316	NA
2	317	I would take classes with the best professors, not necessarily which courses I thought I was interested in. Try other courses that I know will benefit me that I may not be particularly interested in.
2	318	NA
2	319	I would have no had an undecided major for 5 semesters.
2	320	Have a more focused area and study less about other departments and more about the industry.
2	321	I would have decided to do a double major. I do not think the workload is that grueling for a hospitality major and I believe a second major opens minds to a world outside of serving people
2	322	Study more for the important classes and not take the unnecessary classes
2	323	NA
2	324	NA
2	325	I wish that there were more diverse hospitality classes. This program is very geared towards hotel management. I would have really liked to take more food service and restaurant related classes.
2	326	online courses should not be allowed!!
2	327	Try to do better in school by learning earlier how to balance work with school work.
2	328	Less group projects..certain things can be done on your own, and professors got lazy about grading people individually.
2	329	I wish I didn't have to take as many hospitality electives because I would have liked to complete a minor in education, but unfortunately I did not have time.

2	330	NA
2	331	more hands on experience, more "field trips", shadowing
2	332	Manage my work and schooling better try harder in some classes.
2	333	I would like there to be more choices of professors within this degree.
2	334	NA
2	335	NA
2	336	I would find better professors, or change my major to something not Hospitality.
2	337	focus more on international hospitality & tourism
2	338	Nothing
2	339	Less general education, more business classes and real-life applications
2	340	nothing, I was able to juggle work and school well
2	341	Have joined this major as a freshman and not a second semester sophomore.
2	342	Make some classes more hands on, teach us what a day at work will actually be like.
2	343	I would eliminate courses that are not a part of learning in my degree so I may focus on degree-related subjects.
2	344	NA
2	345	Take less hours each semester
2	346	spend more time on school work rather than working. also, more hands on experience instead of only reading and case studies.
2	347	I would study a lot more.
2	348	NA
2	349	Make the classes different. Every class is the same just another form. Such as: Build a bar, build a restaurant, build a fast food restaurant, build a buffet. It's all the same, where is the creativity?
2	350	NA
2	351	That the school would have more advanced courses for the entertainment management program. The program lacks that for us.
2	352	Some of the courses that are required does not fit field some are trying to go into. also the requirements across the board are not alike but you are told that you can transfer between campuses with no problem but in the end it messes you up because the rules are not the same at all the campuses and it is not fair to students.
2	353	More Challenging course work, and more independent study and research.
2	354	I think doing things hands on really shows someone if they like it or not.
2	355	I would not change anything.
2	356	Having more time to do homework and projects would be great.

		Working full time and also having a part time job, makes time management a little more challenging.
2	357	Have professors actually teach the material in a straight forward manner, while applying it to "real life". Not doing so many presentations or group projects.
2	358	I would get rid of group projects. Professors think this helps promote working with other students but it is just hard to coordinate everything and not everyone works well together and with chaotic schedules nobody can coordinate meetings.
2	359	I would make it more challenging and realistic.
2	360	I would make it more hands on and exciting.
2	361	Some of the required courses for my major seemed somewhat pointless, I wish they would have offered more related courses.
2	362 - 367	NA
2	368	Always stay on top of reading assignments.
2	369	NA
2	370	Some classes require a lot more work than others. There should be more balance between the classes.
2	371	more class geared to specific hospitality feilds
2	372	more marketing courses
2	373	Offer a course on country clubs and fine dining
2	374	NA
2	375	NA
2	376	Use the textbooks for that i was encouraged to buy but not used
2	377	NA
2	378	Major in tourism rather than hotel and restaurant management, but i was a junior already when i wanted to change and it is too expensive financially.
2	379	Double on majors, both culinary arts and food service management, and also hospitality.
2	380	Make the course work more relevant to the time period a lot of my course work was out dated
2	381	NA
2	382	I would have taken more event based classes as well as sports management classes.
2	383	NA
2	384	NA
2	385	I feel that I would have taken classes that involved more work with Microsoft Excel. I feel that working within the hospitality industry today there is a strong desire from employers for this skill.
2	386	I don't see the need to take a lot of gen ed class. I think it is more important to focus on the classes within your major as well as the college of business.
2	387	I believe the hospitality industry is a very hand-on learning

		experience. Teaching restaurant/hotel management from a book is nothing like gaining experience from a real world situation.
2	388	Have more professors teach who have "real-world" experience. I believe this would benefit myself and other students.
2	389	Double major in business - focusing on finance, accounting, and economics
2	390	i would have had a better class schedule. class and work didnt work out sometimes
2	391	Classes that would be more of a challenge and relate more hands on.
2	392	NA
2	393	NA
2	394	NA
2	395	NA
2	396	NA
2	397	I would have participated in more school events. In a way with being a commuter and holding a full time job outside of school, I've never felt as if i have experience college in its entirety.
2	398	More hands on
2	399	NA
2	400	I really wouldn't change anything being I never got so much work that I couldn't complete an assignment.
2	401	Perhaps show examples what hospitality coursework directly influenced or affected different fields, more specifically the smaller business vs just the larger corporation/organizations.
2	402	I would try to focus on coursework while having a job. It was not easy to maintain both at the same pace.
2	403	Get more involved in class.
2	404	I think the coursework overall if great. I just think many classes need to rethink have students who are strickly on-line to work in groups. It becomes overwhelming at time when you are on different schedules. Also, some of the professors many need to attend a course about teaching on-line. With lack of experience they many have the understanding and may forget we are not in the physical class enviroment.
2	405	Having a course that went into all the different career opportunities one could do with their degree. As I am graduating in December there are so many possibilities and I feel like I am missing out on applying to some because I am not realizing they are hospitality related.
2	406	Complete more challenging classes
2	407	NA
2	408	Less busy work and group assignments, and more real life experience for those who are not already in the industry.
2	409	none
2	410	Focus more on financial management

2	411	NA
2	412	honestly, the work load is pretty ridiculous, especially when you are trying to work and go to school. I guess it gives you information that you need, however some assignments are stupid and seems colleges add it to make more money.
2	413	the classes that I am taking will not become effective until years down the road.
2	414	Focus more on hand-on learning, not the textbook and theory. Learn more on the technology that being used in the industry.
2	415	NA
2	416	NA
2	417	The electives that I was able to chose from where stupid and I did not wana take. Some of the class that were in my course had nothing to relate to cooking.
2	418	More-hands on things. Rather than useless theories
2	419	More real life experience activities rather than busy work and repeat topics in many classes
2	420	NA
2	421	make classes harder...or require students to work in restaurants before choosing this major.
2	422	Less group projects, more industry field trips
2	423	NA
2	424	I would have chosen the hospitality industry career path first (this is my 5th college major!)
2	425	NA
2	426	NA
2	427	NA
2	428	NA
2	429	I would have taken college slightly more serious my freshman year, bad highschool habits followed me.
2	430	Only require one internship not two.
2	431	I personally would require more internships or other work experience because I feel like I get more, from a learning aspect, than I do from class. That's not to say that the classes are a waste because I learned a lot of jargon that allowed me to communicate more effectively with managers and executives because of my course work.
2	432	Apply more work related assignments
2	433	Nothing
2	434	NA
2	435	NA
2	436	I would like to incorporate more about different choices in the hospitality field. It's such a large field that I do not believe we are told everything we could do. We focus on hotel and restaurants a lot when I personal would like to work in a zoo.

2	437	NA
2	438	NA
2	439	NA
2	440	Study more so I would have better grades.
2	441	Only taking "major" classes, or at least having the opportunity to use my general education credits towards my program.
2	442	NA
2	443	not so many gen ed's that don't really have anything to do with my degree
2	444	NA
2	445	After 4 years of tourism management I can truly say the only things I learned were from my three internships and my general education classes I took outside of the tourism school.
2	446	Learn more applicable things, rather than mostly theories
2	447	I would have had a better studying strategy from day 1 and also known what my major was going to be entering college.
2	448	participated more on campus
2	449	I would have spent more time exploring my options as a freshman. I took many journalism classes before deciding to change my major to Tourism Management. Also, I wish there had been more information available to me my freshman/sophomore years regarding this major.
2	450	Many of my classes overlap course material, which become repetitive and un-interesting.
2	451	NA
2	452	NA
2	453	I would have there be less busy work and less teaching straight out of the text book and more "real life" excercises, field trips, hands-on activities and realistic lectures.
2	454	NA
2	455	I would have put more effort into my coursework than I did ant my job.
2	456	I think having to take classes that have nothing to do with our major is pointless and wastes our money, but other than that I enjoy it.
2	457	I would not change anything. I feel as if all my classwork prepares me for the real world.
2	458	NA
2	459	NA
2	460	Hospitality accounting- I would have a more difficult and demanding course. That being said, the university I attend required 3 accounting courses which ultimately are redundant and waste valuable time. Time is very expensive as a student.
2	461	NA
2	462	More time to study and research different options for work.

2	463	Nothing
2	464	I have always put my job before my school. I know I am 110% capable of doing better than what I have shown and I regret that my GPA won't reflect my actual capabilities
2	465	NA
2	466	If I were solely concerned with changing something about my academic coursework, I would probably have chosen to attend a different school, to go to a program in which the instructors actually cared about teaching us about the industry. We have a very small program, with 3 professors way past retirement age, and I can't say I know too much more about the hospitality industry than I did before entering this major. I would rather be taught by instructors who know how to teach and connect with students, rather than just drone on about common sense. I also wish we had actual assignments. We don't do anything except take for tests, so I have no motivation to learn the material, except to study for and pass a test, but if we had regular assignments and exercises, I would probably know more today.
2	467	I wish my school did not require as many General Education classes.
2	468	take less classes per semester and lighten my load over a longer period of time.
2	469	Incorporate more psychology coursework to provide a better understanding of a customer's mindset. This will provide future hospitality students the knowledge to diagnose a situation based on a customer's body language, emotions, etc.
2	470	Less emphasis on financial/accounting classes and more on management classes and industry facts.
2	471	What I would change about my course work would be to have had to schedule my course work load better. I would have tried to pick classes I know would have passed instead of taking whatever course was available.
2	472	Eliminate some of the presentation work and add in group discussion time in class
2	473	NA
2	474	Overall, I have enjoyed college and even though some courses have gone better than others, the courses related to my major will help me with my career after college. However, courses that are general courses that have no relation to the hospitality industry seem irrelevant to me.
2	475	I enjoy the classes available for my major here. It gives me a wide opportunity to expand my knowledge about hospitality without having to stick with one type of tourism activity. But if I were to change anything about the coursework, I would add in a second language course for all students to learn another language, something that is crucial in the hospitality industry.

2	476	NA
2	477	NA
2	478	Many of the classes are repetitive information, so I feel that I did not need to take so many required courses because the material was not new.
2	479	NA
2	480	NA
2	481	NA
2	482	I would have chosen different classes to take at a time. I gave myself all the easy classes while I was only working one job which resulted with four hard classes once I got a second job.
2	483	I would like the course work to be more difficult , or at least the grading system .
2	484	More hands on and shown different experiences than having the same trips to the same hotel in the different classes by the same professor.
2	485	change the order I did my classes
2	486	Have hands on learning other than internships
2	487	I would want more visits to potential work places.
2	488	Work harder at my coursework even if I did have a job that required late nights.
2	489	NA
2	490	The classes would be more based on what I want to do after I graduate.
2	491	NA
2	492	more application of skills
2	493	More hands on. We learn about hotels, restaurants, etc., but going and seeing them would be beneficial.
2	494	A hospitality degree doesn't need a bachelor's degree to gain you the position you desire in this field. I feel that two years would have been sufficient.
2	495	I would change the amount off online courses and make more/all face toface
2	496	NA
2	497	I would like a foodservice side and a hotel side so I am not stuck in hotel classes when I want to run my own restaurant.
2	498	NA
2	499	At times, it is difficult to see how certain assignments can be helpful for my future. This is especially true when a class is related to a specific topic that may not be in my range of interest.
2	500	I would have applied myself more than I have. I've worked hard to get to where I am, but I know I could have done much better with a little more effort.
2	501	Start completing my 400 hours of work within the hospitality industry much earlier, I kept putting it off and now I am having to

		work a lot.
2	502	I would like more variety in my coursework. Each course, especially in my junior and senior years, built upon each other and related to each other which was beneficial. However, I would like to see other opportunities and classes that provide knowledge outside my specific field. Also, I would have wanted it to be more challenging as far as assignments and expectations from professors.
2	503	i would make it more in depth. i feel as though work is preparing me far more in my small job then most of my classes combined
2	504	NA
2	505	I know a lot of the coursework is meant to teach us something, but I get very little out of doing a worksheet from a book. Show me something, give me a hands on experience. Show me something different so I will want to learn it and there for remember it in the future. Out of my almost 4 years at my school, the only time i truly learned something was from hand on experience in my hospitality/Culinary classes. The rest was just a waste in my eyes.
2	506	Most of the classes that we take in the hosiptality program do not relate to our major whatsoever. I felt as though I was always doing busy work like high school. NO GROUP PROJECTS!
2	507	NA
2	508	NA
2	509	More hands on and less memorizing basic terms
2	510	I would change the courses that are offered online to be in classroom classes. I do not get as much out of an online class as I would in the classroom.
2	511	More event and meeting related elective offerings.
2	512	Make course content more relative to real industry, and more systematically introduce hospitality industry.
2	513	NA
2	514	I wouldn't change anything
2	515	I would change some of the classes that I had to take to be more relevant to the hospitality industry and less to the general business degree.
2	516	I would try to work more in multiple fields
2	517	NA
2	518	NA
2	519	NA
2	520	I would like there to be a class with a focus on current events in the industry. It could include things such as how the economy is effecting the hospitality and tourism industry.
2	521	Attend a different university with a larger Hospitality program.
2	522	Plan time efficiently. Make sure to have a balance between studying, working, and free time. It is important to be able to

		have down time otherwise you'll burn out very quickly. When that happens, you do not do your best work which will only impede your ability to do quality work.
2	523	nothing. i think the classes have been pretty fair in preparation for the hospitality industry
2	524	I would have been more prepared for college in general, as the beginning of my college career is one that I am not too proud of. My freshman and sophomore years of school I wish I would have focused more and taking advantage of helpful opportunities.
2	525	More hands on activities and proving other opportunities within the field other than hotels/resorts.
2	526	NA
2	527	Focus more on day to day responsibilities
2	528	I would learn about what other schools offer my degree of study. I would look more into the different kinds of degrees in hospitality that were available.
2	529	If I could change anything about my college academic coursework I would have pushed my parents harder to let me apply to schools with accredited hospitality programs. Out of the schools I was accepted to I would have paid more attention to the program credentials school local and where graduates went on to get jobs. Not about the college experience. B/C I didn't end up getting that or in a good program.
2	530	NA
2	531	NA
2	532	NA
2	533	I would change some of the teachers ways of approaching teaching their course some of the older teachers have settled into their previous ways and made class time beyond boring and uninteresting.
2	534	Would have begun in the major I chose two years after I started into another.
2	535	I changed my major after my Freshman year. I would have started out in Hospitality Management and focused my general education courses more towards courses that would help me in Hospitality Management.
2	536	Have more elective options, less business classes
2	537	not taken 5 courses when taking my capstone class, plan and schedule better, spread out my hours a week studying
2	538	major in business, minor in Sports management
2	539	Offer classes in the summer.
2	540	More leadership, and management type classes
2	541	Nothing
2	542	NA
2	543	NA
2	544	More hands on and as well as longer internships. Do an entire

		semester and with a summer semester.
2	545	less papers, more class work.
2	546	NA
2	547	I think I would prefer more real-life projects
2	548	I may add more relevant courses about hotels' development, to help students better understand the history of hospitality industry.
2	549	Make it more of a priority!
2	550	I would go to a different school or city
2	551	I would have gone to a better school academia wise.
2	552	I'll choose a major which is easier to get a job with visa sponsorship.
2	553	go to practice, get more experience, which is very important for employees in the hospitality industry.
2	554	NA
2	555	
2	556	NA
2	557	Nothing
2	558	NA
2	559	add more class that can help us solve real problem in real work and give more chance for internship
2	560	Ceased procrastination
2	561	I would like to have more hands training as well as I wish the school had more networks with top hospitality companies in the world.
2	562	I feel that academic courses are not as effective as I wish. It is based on the textbook, and only based on the textbook, I don't like that. I prefer more lecture and professionals' analysis from the industry, not from the textbook. But I feel it is impossible to change within a short time.
2	563	Maybe have more online courses so I can balance it out better to be able to work more, I have a family so money was a big issue while trying to graduate quick to get out in the workforce faster
2	564	I did not like taking Economic courses. Take them out of the coursework
2	565	Nothing the course work was great for my studies.
2	566	NA
2	567	NA
2	568	NA
2	569	I want to take more class abroad. Because I want to know the situation of hotels in different countries and broaden my view in order to have more opportunities to work for international companies.
2	570	NA
2	571	Our capstone class was worthless and caused more grief than anything else. I would recommend changing it or offering

		students the ability to specialize in either hotels, restaurants, or other segments.
2	572	I would have managed my time better to avoid being stressed out from procrastination.
2	573	NA
2	574	Attend more class
2	575	Study more and be able to choose a path in hospitality of which area I wanted to go in
2	576	NA
2	577	Nothing
2	578	I would have take more hours each semester. Hospitality coursework is not time consuming, and the classes are easy.
2	579	NA
2	580	NA
2	581	have more time to get involved with non-internship work experience
2	582	stop making so much busy work. we have too much to do already.
2	583	Less papers, and more hands on work along with other written work to help us remember information better. Essays dont always help. they get rushed and sometimes no thought is put into them.
2	584	my second year; I didn't work to my full potential and wish I could go back and change the way I viewed the importance of attendance.
2	585	Have more opportunities to apply what we learn so we can fully comprehend the material.
2	586	NA
2	587	I would like less memorizing and more learning information
2	588	I wish I had taken more time in choosing my major as an incoming freshman because I ended up changing my major twice before finding what I was truely interested in (Hospitality). However, I was able to quickly catch up with the carriculum.
2	589	Most of the coursework is focused specifically on hotels and events and very little on spa or restaurant.
2	590	NA
2	591	Work spaced out more. Every class has big papers due at the same time and I can't do the kind of work with that amount of stress and pressure.
2	592	I would've picked my major sooner so I wouldn't have to take 21 credits/7 courses to try to make up for lost time.
2	593	I would pay more attention to the small details and experiences that the professors shared with us.
2	594	I wouldn't mind more group work. It shows you how important it is to work with others.
2	595	More hands on courses. That would be, for example, a student run hotel that would put us in our natural environment and have

		the professors help as little as possible.
2	596	NA
2	597	I will love to see more hands on kind of work . Sometimes we get too much theory , and not so much how to do things .
2	598	NA
2	599	More hands on work.
2	600	NA
2	601	More experience actually doing hands on work related to the industry instead of a large number of lectures.
2	602	NA
2	603	More hands on labs
2	604	NA
2	605	More real life managerial experience. Include storeroom, front of the house and back of the house training for (name of program) associates degree program.
2	606	try for more scholarships
2	607	During our senior year students must fulfill a 32 hour per week internship while writing a senior thesis. Since both of these requirements are extremely work intensive most students can only give 100% to one.
2	608	NA
2	609	More hands-on activity rather than memorizing things out of the textbook.
2	610	NA
2	611	NA
2	612	More useful hospitality related classes
2	613	NA
2	614	Adding more meaningful projects to certain classes.
2	615	NA
2	616	Take advantage and use the opportunity to prepare coursework that will be beneficial to me for years to come.
2	617	More Mainstream forms of cutting edge material that is presented. For example, having professors who are using the common day in age computer programs and social media in projects instead of using out of date material from the 80's which was relevant to them when they left the industry in order to teach.
2	618	Take out all of the pointless classes that are a waste of time, make projects more realistic.
2	619	I think for upper class undergraduates, most of the courses should have public speaking be a critical part. Teh hospitality management degree is all about people. Whether it is managing employees or speaking with guests, becoming comfortable with speaking to a wide group of people should be an important aspect and not just easy-going.
2	620	more opportunities to manage people, and less group projects

		overall
2	621	NA
2	622	I would spend more time on the actual course objectives than steering away from it due to completing exercises that have nothing to do with the class.
2	623	more hands on, our school is great about getting us involved in the industry but i think its important to be in it and gain customer experience. some other colleges that have hotel majors run their own hotel on campus. I think this would greatly increase students ability to preform after school and gain more experience with customers
2	624	Less papers and more hands on work.
2	625	NA
2	626	I wouldn't do anything differently
2	627	NA
2	628	More Structured Assignments. Assignments more correlated to Work Related Tasks.
2	629	NA
2	630	I would like more internships for a longer period of time. At our school we did two 120 hour internships and one 3 month internship. I think that longer internships will not only further my education but also have a beneficial aspect on my resume.
2	631	I would make it all relevant to my degree of study. I would try to eliminate classes that had no focus on the Hospitality industry. The classes with no emphasis on hospitality were the most frustrating and least worthwhile of my time.
2	632	Less emphasis on pre requisites
2	633	NA
2	634	I would make it more hands on. I often found myself playing pretend for coursework and would work very hard to plan an event but only for a grade. I think we should work in conjunction for real events to get real life experience rather than just playing pretend.
2	635	I would work harder to obtain higher grades.
2	636	NA
2	637	NA
2	638	I would schedule all of my classes on the same T/TH schedule leaving me 3 available to work and study.
2	639	More in class time for group projects
2	640	I would prioritize my school work more with my work outside of school
2	641	try harder in hospitality financial accounting classes.
2	642	Do business by my own
2	643	Worked harder and studied longer if not for having to work.
2	644	NA

2	645	Not work at all but I have to to pay bills
2	646	I would not change anything
2	647	NA
2	648	I would; offer harder classes earlier into the college career so that it won't be so hard towards the end.
2	649 - 672	NA
2	673	Make it easier.
2	674 - 694	NA
2	695	Work expierences
2	696 - 717	NA
NA = not answered by respondent		

Question Two – Raw Data Responses		
Graduate (1) or Student (2)	Order of response number	If you could change anything about your college work experiences, what would you do differently?
1	1	NA
1	2	I would have worked fewer/different hours to better enjoy the college experience.
1	3	NA
1	4	NA
1	5	Start working in a relevant job earlier on in my time at school
1	6	NA
1	7	I wouldn't change anything. I was very happy with my work experiences
1	8	It wasn't until I left college and began to work that I truly understood why all my business and Hospitality classes were so helpful and useful. Working internships or shifts at various hospitality areas on campus would've been very beneficial for the experience upon exiting school as well as sampling different areas of the hospitality industry to gain more focus. Nobody ever prepares you for the real world.
1	9	I would have worked for a larger company or one that was involved in event management.
1	10	Nothing! I worked in a coffee shop on campus and quickly became an opening manager where I learned a lot about how to manage a staff of my peers and how to deal with customer complaints, etc. I also worked for a catering company that provided F&B to the VIP boxes and club level at the football stadium. This was a great networking opportunity for me and very applicable to the career path I was choosing.
1	11	NA
1	12	Be able to participate in more academic-related extracurricular activities (clubs, functions, etc.) and attend more evening lectures/presentations
1	13	Get actual hospitality experience.
1	14	NA
1	15	Do more internships earlier in my college career.
1	16	NA
1	17	I would have like to start ealier. I didn't begin working in the industry until after the spring sememster of my Sophmore year. I also would have worked less hours while school was in session. One semester I took 18 credits and worked 30-35 hours per week, it was very stressful.
1	18	I had great work experiences. I would maybe add a job from the "buyer" perspective rather than always as a "supplier".
1	19	I liked working in college. It thought it provided good balance, experiences, money, etc.

1	20	Possibly try to work more and challenge myself more through more difficult work experiences.
1	21	NA
1	22	Felt a culinary school should have had more restaurants open to public where, bachelor students could get work experience.
1	23	NA
1	24	NA
1	25	If I had the ability to work less and participate in the hospitality clubs I would have liked to do that but unfortunately I needed to hold a full time position in one location while comminuting to classes in another.
1	26	I would have spent two years as an RA (instead of four), and spent the other two years working full-time in hotel operations. This would have given me more hands-on operations experience aside from the two internships I completed while in school. I may have learned earlier on that my interests were in a different sector of the hospitality industry.
1	27	
1	28	Nothing. I value the time I spent learning all aspects of the industry. It makes me a better meeting planner because I know what the hotels and convention centers are going through. I know when my requests are abnormal/difficult to complete or if it is something fairly standard.
1	29	NA
1	30	See above. Might have meshed the two questions, but nothing really. Though I couldn't afford to not work for the whole four years, I also did not have to work full time all the time to get by so my jobs were hospitality related and I enjoyed them.
1	31	Focus more on jobs related to my field of study
1	32	Work more.
1	33	I would have found work outside of the college/university earlier.
1	34	NA
1	35	nothing, being a zamboni driver was awesome.
1	36	NA
1	37	NA
1	38	I would not change anything about my college work experiences. My first work experience actually inspired me to go into the hospitality field of study. They also got me to the position that I am in today and gave me the opportunity to work in a place where I can move up fairly quickly.
1	39	NA
1	40	NA
1	41	Participate in more student professional organizations.
1	42	I would probably take advantage of opportunities that were presented (student manager position) rather than holding back. Experience in the long run is key.

1	43	Work in the industry
1	44	NA
1	45	NA
1	46	I would have interned earlier in my college career to have a better understanding of what the real world was like. Would have also helped me to identify areas of the industry that I prefer over each other. Ex: financial side vs. managerial side
1	47	nothing... great experience.
1	48	I got alot of F&B experience in college, one front desk internship, and ended up in revenue management. It sounds odd, but after almost 9 years - I wouldn't change anything. All of the experience helped!
1	49	nothing
1	50	NA
1	51	I had a very broad range of experience (waiting tables, housekeeping, cooking, human resources, catering) in both mom-and pop and chains. I feel that this level of experience allowed me to get a great management job after graduation. The combination of work experience with a good academic program is what makes the difference in starting as a manager or working toward making manager.
1	52	NA
1	53	Have no requirements - but if you do, ensure that companies understand the responsibilities of the Human Resources department to monitor the interns I wish I had had this because I may have decided against a degree in this field.
1	54	Nothing
1	55	NA
1	56	NA
1	57	I think I gained a lot from the job I had managing a small food service business while in college. I think most of my relevant knowledge came from this experience, as opposed to my course work.
1	58	Nothing
1	59	More opportunity for netowrking within the Industry to meet future postential places of employment. We did not have any career fairs or trade shows to attend to find jobs or internships.
1	60	NA
1	61	NA
1	62	No change. I had great internships and excellent job offers when I graduated.
1	63	NA
1	64	Not a thing.
1	65	I had the opportunity to work as a Barista at the (name of university) cafe, worked as a Prep Cook for the Hospitality catering department as well as a banquet server in the evenings

		for them. Then, I worked as a recruiting ambassador for the Hospitality department. I wouldn't change much from my work experience throughout college.
1	66	I loved working in college. I would have probably tried to shadow more managers during my internships to get more experience in other departments, but that's it.
1	67	Nothing
1	68	I did not work during school. I believe this helped me academically, but may have hindered my work experience for the future. This has caused me to have to play catch up after graduation.
1	69	I would have tried to find a job during school much sooner than I did
1	70	I wouldn't have worked two jobs at the same time and would have stuck with only the Resident Advisor and Assistant Hall Director position instead of the admin positions.
1	71	Diversify the hospitality niches - less catering, more lodging
1	72	NA
1	73	Once again, if I could do it over I would have taken a semester off and participated in a longer internship. The typical time away in the summer just doesn't seem long enough to really get everything possible out of an internship.
1	74	I would have tried harder to find a year-round part-time job so I could build experience over time, instead of doing the intense-but-short summer internships recommended by my hospitality program.
1	75	Stick to one employer, I bounced around a lot in my 4 years. However that may be due to the poor quality of employers I encountered.
1	76	work more!
1	77	Have more student speakers discuss how they transitioned from college to work and from work what decisions they made and why, Did they change jobs? How did they get promoted, ? why did they get promoted? How their salary changed.
1	78	do a couple internships
1	79	NA
1	80	NA
1	81	NA
1	82	build more hotels in the area and have more dining experiences served/prepared by students
1	83	NA
1	84	NA
1	85	make more money
1	86	NA
1	87	NA
1	88	I would have preferred not to work during the school year and

		focus on summers only to meet work requirements for graduation. I worked to help pay for school. Coincidentally the part time work during was also in my field of study. I believe the experience helped my better answer questions during my interview. Less work during school may have helped my studies from a GPA perspective but it didn't impact my choice in jobs.
1	89	NA
1	90	NA
1	91	NA
1	92	Nothing
1	93	nothing - I enjoyed all of them
1	94	NA
1	95	Nothing. I did two internships at a large resort complex (one for a summer, one for a semester), spent a summer working in a national park at a historic inn, and also worked for the school's catering company. I also studied abroad semester at a school in Switzerland. I think my school did a really great job of helping to place us in internships and stressing the important of good quality work experience before graduation. This work experience put me ahead of my fellow students in the interview process (I really had a "wow" resume by the time I graduated).
1	96	Work in a range of departments to gain a better overall understanding of the business.
1	97	NA
1	98	I would take on more student loans so I could work less during the school year so I could earn better grades and have more free time. I believe that work experience was highly valued by employers when I first graduated from college.
1	99	NA
1	100	NA
1	101	NA
1	102	NA
1	103	Search harder for work experiences that would more closely mirror the field I was looking to get in to..i.e worked at a restaurant but wanted to work at a hotel. Hotel's have restaurants but F&B was not an area I was looking to work within long term.
1	104	NA
1	105	not worked in a national park but get a job in a real hotel.
1	106	less hours
1	107	nothing
1	108	There were a lot of required hours to graduate. I think that it's hard for a whole class to get a job in the small town to be able to complete those hours. I didn't realize I needed so many hours until it was almost too late to fulfil them.
1	109	NA
1	110	Living in a small college town, there were limited opportunities

		to get real work experience, other than fast food or working at the Student Union Building. I did what i could to find work, including one summer in (specific area) at the a hotel, which was closing and hired 50 of us to come in and fill in as employees were transferred out. That was fantastic...although with the closing situation, the managers were very lax about rules...which probably led me to think, wow, this business is great!! Prime rib from the chef every night....
1	111	Nothing
1	112	NA
1	113	NA
1	114	NA
1	115	I would not have taken a job as a phone surveyer or worked as a server at the Hilton (specific area). I did not stay at either job for more than a few months because they were so awful.
1	116	Have better options for places to work
1	117	NA
1	118	Nothing
1	119	NA
1	120	Just be more willing to learn anything from the botton to top.
1	121	NA
1	122	Nothing. It was necessary and a great opportunity for me.
1	123	NA
1	124	Work for more than one employer, although this could be challenging regarding school/work scheduling.
1	125	NA
1	126	Nothing.
1	127	Try to do more! I felt I lost out on some interview and job opportunities because I did not have enough work experience coming out of college. I completed what was necessary to obtain my degree but didn't really go above and beyond the necessary to gain more experience that would have benefited me in the beginnings of my career.
1	128	Nothing other than choosen a different major
1	129	NA
1	130	NA
1	131	NA
1	132	More of it.
1	133	Build better connections.
1	134	NA
1	135	Enjoyed my time more, more activities
1	136	Seek out other employment beyond on-campus dining. While it was a good experience, it was difficult to grow or advance in the career. Additionally, I had always wanted to work in a Hotel, but never got the experience and did not network.

1	137	When I was 19-21yrs old I didn't have much money, so changing degrees wasn't an option. I am not attending for a degree because I couldn't afford to change. I wish I had taken a little extra time to work, save money and then get in the program of my passion.
1	138	NA
1	139	I would have worked banquets and events as a server in order to get a job as a sales manager at a hotel post graduation.
1	140	Because of valuable counseling, my work experience was well rounded. Not sure I would change anything.
1	141	NA
1	142	NA
1	143	I would have tried to get more work experience in the industry to get more experience in the field. That is the biggest struggle with getting a job after graduation was needing more experience.
1	144	my internships or college job?.... I would of focused on how valuable what I was doing at the time was and what it could of meant in the future
1	145	NA
1	146	Hospitality based study abroad
1	147	NA
1	148	NA
1	149	NA
1	150	NA
1	151	Honestly, better instructors.
1	152	Worked more hours.
1	153	Nothing - it opened the door to my first FT position immediately upon graduating.
1	154	NA
1	155	I would have worked harder to obtain another internship. Just to broaden my view on my section of the industry (private clubs)
1	156	NA
1	157	Ask to shadow various different roles to get a better idea of senior level roles other than the very entry level roles I was in.
1	158	NA
1	159	I had the opportunity to work 2 summer internships and work for a catering company while in school. all provided me with valuable knowledge for my future. I am thankful for the negative experiences as i learned more from them and seeing others' mistakes. My work was challenging and prepared me for the often stress full and long hours of our hospitality industry. Coursework does not prepare you for that. What good is it to have all the book knowledge if you freeze up and turn into a basketcase on the job.
1	160	Take better advantage of career fair and networking events
1	161	NA

1	162	NA
1	163	I think that the program should require at least two internships during schooling. By doing two internships would really help the students get a good feel for the industry Since the hospitality industry is a hard industry to be in.
1	164	nothing.see above
1	165	I would gain work experience in the hospitality industry beyond the required internships. Graduates with industry work experience typically gained higher level, higher paying positions right out college.
1	166	NA
1	167	None - I believe all college students should work their way through school.
1	168	I would of looked into working the front desk of a hotel instead of working catering and at a campus cafe.
1	169	NA
1	170	I had the ability to work in the residence dining halls. I worked in a number of capacities from student supervisor to working in the scullery, mopping floors and incinerating trash. I wouldn't change a thing about my work or opportunities.
1	171	NA
1	172	NA
1	173	nothing.
1	174	NA
1	175	to be able to work in an area that I was more interested in. A requirement of my major was to work on the hotel side and the food service side of the hospitality field. But my interests were in event management and event planning, and because I was finding jobs in the hotel and restaurant side I was unable to get experience in the field I was planning to pursue after college.
1	176	Not much, worked in the summer in a related job to get as much money as I could.
1	177	NA
1	178	Work.
1	179	I'd have pursued more hospitality / hotel experiences vs. nearly all catering / food and beverage. However pay was better and schedules more flexible and since earning to pay for school was required, that was relevant. A summer internship that included a rotation of experiences and/or would translate into a richer array of career options... especially with a hotel company... would have been smart.
1	180	I enjoyed my job both on campus and off. I would skip working in retail and would have stuck with the reastaurants as a college student.
1	181	NA
1	182	NA

1	183	Tried a more wide-range of hospitality positions. Most of my internships and my job were restaurant focused. It is beneficial to get a taste of many departments or focuses before having to choose a job.
1	184	Gain more knowledge of the hospitality industry during my first year of college. That would have left me time to discover other career options.
1	185	NA
1	186	I would have tried to get a supervisor or management position at the college because a hospitality degree doesn't get you anywhere unless you already have management experience when you graduate. It is hard to get that experience while you are in college and then when you graduate you end up with the same job you could have had out of high school.
1	187	Nothing I loved college.
1	188	I was shy in college which kept me from several activities. I wish someone would have pushed me to try new things.
1	189	I would have worked more in the hospitality field prior to graduating college.
1	190	NA
1	191	I would have worked less actually, because I ended up getting burned out. I managed a restaurant and went to school at 19 and that was fun, but I didn't want to do it after I finished school.
1	192	Nothing. Loved it all.
1	193	I would have completed one longer internship with the same business rather than a semester each at 2 businesses.
1	194	NA
1	195	I would have had a part time position.
1	196	NA
1	197	NA
1	198	The people at the job hated the college students because we were only there to the completion of our degrees. I think I would have encourage more of them to go back to get a higher level of education.
1	199	nothing
1	200	NA
1	201	NA
1	202	NA
1	203	I would have worked more in the industry I studied.
1	204	NA
1	205	I think making students take an internships for a course should be mandatory. I learned a lot. We did not have to have any other work experience.
1	206	N/A
1	207	I would have stayed in school right out of high school and not marry until I finish school. I did it backwards.

1	208	NA
1	209	nothing
1	210	I would have branched out and done an "exciting" internship program in a new city to build my resume, experiences, and expand my networking contacts.
1	211	N/A
1	212	nothing. i believe i balanced that out very well
1	213	Nothing.
1	214	I would have done my internship at a different location.
1	215	NA
1	216	NA
1	217	NA
1	218	my college work experiences were great. I loved working in the college cafe and pizza hang out, and that really motivated me to keep going in the hospitality coursework after having a really crappy summer front desk experience. I think in the next 10 years or so I'd like to have my own breakfast/lunch dinette.
1	219	NA
1	220	I wish I did not have to work to put myself through college. This cause me to stand out from the regular student. I did not get to attend any extracurricular activities. I was only at school for classes due to my work commitment. I would have liked to do a different internship as well but I lived off campus and I had to pay rent even in the summer months.
1	221	Nothing
1	222	Tried to work more during the school year not just during breaks and summer. (Maybe full day 1 or 2 days a week).
1	223	NA
1	224	Work full time during the summer with an events agency instead of staying in my comfort zone (restaurant)
1	225	I would have tried to work in various hotel departments to gain a wide range of experiences to better guide me into a focus.
1	226	NA
1	227	NA
1	228	NA
1	229	Nothing
1	230	My college work experience was just for spending money and rarely impacted my academic career.
1	231	NA
1	232	I was fortunate and worked at two different jobs during college. The two experiences taught me a lot and I would not have changed anything!
1	233	NA
1	234	NA
1	235	NA

1	236	I would not change anything. My on campus job gave me the spending money I needed during the week without taking time away from my school work and my internships helped guide me in deciding what sector of the industry I wanted to career in after graduation.
1	237	NA
1	238	NA
1	239	NA
1	240	I would have gotten a job in a hotel, which is my outlet of choice in the Hospitality Industry. Instead, I was an Assistant Manager at a restaurant. I learned a lot for the restaurant, but hotels are very different. Starting a hotel job after graduation makes me wish I had more experience (other than my internships).
1	241	NA
1	242	I wish I had worked for a larger variety of companies (i.e. an independent , a large corporation, a small corporation) earlier on in my career. It would have given me more information when choosing which job would be right for me further on in my career.
1	243	Work in the hospitality industry instead of in Information Technology at the college.
1	244	N/A
1	245	Nothing- All of my college jobs were of the hospitality field and I felt that the experience helped build my resume for future employment.
1	246	I would do more hospitality related work
1	247	NA
1	248	Work in more diverse positions.
1	249	NA
1	250	Work more, take advantage of more internship opportunities.
1	251	NA
1	252	Receive help on knowing where to look for jobs
1	253	Nothing.
1	254	NA
1	255	Nothing
1	256	Nothing. My parents told me that if I maintained good grades, I did not have to work, so that's exactly what I did. I never worked during college, except for the required 10 week internship.
1	257	Nothing! I think it is important to have a time management balance and during the summers to gain different experience in the different aspects in the industry if you dont know what you want. (club, marketing, events)
1	258	NA
1	259	I would have attempted to work at better properties and participate in an internship.
1	260	Join more activities

1	261	I would have tried harder to obtain a position in entry level banquets. I currently work in banquets but I found it very difficult to get anything other than entry level, as I never had any banquet experience. This is in spite of the fact that I had other hospitality experiences, not related to banquets.
1	262	have more fun, volunteer more.
1	263	NA
1	264	NA
1	265	Nothing
1	266	I wouldn't have worked so much and would have spent more time on my school work rather than rushing through everything because I had to work almost every day.
1	267	Nothing.
1	268	More mandatory work experience, even if it was 10 hours a week in a restaurant, I believe experience is key. A lot of people don't have the motivation to work unless they don't have to.
1	269	Work in a hotel instead of a restaurant.
1	270 - 281	NA
1	282	I would have worked more. Honestly I was too involved in clubs, sports, etc. to have had time to work more, but I would have liked more exposure. Everyone wants you to have experience, but no one wants to give you experience in order for you to gain experience. It's a frustrating cycle.
1	283	NA
1	284	NA
1	285	NA
1	286	NA
1	287	NA
1	288	More experience
1	289 - 302	NA
1	303	More internships....start early, Freshmen year.
1	304	NA
1	305	NA
1	306	NA
1	307	NA
1	308	NA
2	309	I shouldn't have transferred, prolonged my graduation by years.
2	310	Ask recruiting manager to help students beter in searching for internships
2	311	NA
2	312	I would have gotten more experience.
2	313	Nothing
2	314	Have tried to have gotten into the industry freshman year.
2	315	Require more!
2	316	NA

2	317	Get a job my freshman year.
2	318	NA
2	319	Worked on campus instead of off campus.
2	320	Less work and more meetings with industry leaders
2	321	work more, i love working in an environment where I get to constantly interact with different people and develop a sense of community within workforce
2	322	I would've started working when I was a freshmen to gain more experience and have more opportunity to move up faster.
2	323	NA
2	324	NA
2	325	I would have started working earlier. I started as a junior but looking back I defiantly would have benefited from starting my job on campus earlier on in college.
2	326	nothing
2	327	I think all of my work experiences have taught me a lot about the industry and work ethic.
2	328	I would change nothing. I have held a variety of jobs since I was 15. I learned proper ethics, customer service, and time management through all my opportunities.
2	329	I have been pleased with my college work experience.
2	330	NA
2	331	chosen an internship at a location other than my college town
2	332	Not push myself to the max.
2	333	I would have taken more time off to enjoy my college experience.
2	334	NA
2	335	NA
2	336	I would try to work more in my field, as opposed to a job that I took simply for extra moneys.
2	337	NA
2	338	Nothing
2	339	Work more
2	340	NA
2	341	Wish I could of been able to do both work and school all year long to get more work experience.
2	342	Make them mandatory, too many students don't work and that seriously hinders their "hire-ability" after graduation.
2	343	I wouldn't change.
2	344	NA
2	345	Work less, study more, more extracurriculars
2	346	work for a well known company.
2	347	Try to work a lot more.
2	348	NA
2	349	Nothing, I would work my whole way through school again. Work experience is way more important than grades in the

		hospitality industry.
2	350	NA
2	351	I would have actually done more volunteering.
2	352	NA
2	353	Start my work experience earlier.
2	354	Get more experience in your field while your in school so you can reallly see if you like it or not.
2	355	I wish to have actually worked in hospitality-related field.
2	356	I probably would have not accepted the part time job on top of the full time job while attending school full time as well. However, the advancement opportunities and possible opportunities that are available at the part time job, make it difficult to say no to.
2	357	Make sure that the employee is always busy. There is always something that can be done or improved upon, and many (at least where I work) of the employees stand around not doing anything.
2	358	I would have changed my course schedule to accommodate a second job that is more focused on my degree in addition to the job I currently have.
2	359	I would obtain a position in another department then I am currently stationed.
2	360	It's hard to say because the economy is so bad.
2	361	I did not work during the academic school year.
2	362	NA
2	363	NA
2	364	I wish I would have had more college work expeirences, not necessarily full time jobs but oppourtunities to volunteer for events within the industry.
2	365	Nothing! I am proud of each internship and work experience that I chose to do.
2	366	NA
2	367	NA
2	368	NA
2	369	Would've done more abroad internships
2	370	I would not work as much so I could enjoy my college experience more.
2	371	have more variety.
2	372	more internships
2	373	Started working earlier
2	374	NA
2	375	NA
2	376	Nothing
2	377	NA
2	378	I would have started serving as a freshman to make more money
2	379	I would've changed my first internship to seek out all my opportunities in the hospitality field.

2	380	Joined a sorority
2	381	NA
2	382	I would have started my sophomore year otherwise I am perfectly happy with them.
2	383	NA
2	384	NA
2	385	I would not do anything differently.
2	386	I wish I had more time to spend on social aspects of my college experiences, but college is also about learning to have responsibilities so overall I am glad I had to balance work and school.
2	387	
2	388	I wish more of my hospitality internships were paid. I understand for the time being this relates to the economy.
2	389	I do not work during the school year. I only work summer internships, and that is enough.
2	390	i have to work so it would have to be a better class schedule
2	391	Work through my 4 years of college
2	392	I would of tried harder to make time for school work and find a better balance between work and school.
2	393	NA
2	394	NA
2	395	I would have began working my freshman year and I would have tried to get more internships. I had two internships and two jobs sophomore-senior year, but I wish I got more experience in my field through a variety of internships earlier!
2	396	NA
2	397	NA
2	398	n/a
2	399	NA
2	400	I only worked my first two years and my job didn't get in the way of school so again I wouldn't change anything.
2	401	I would have continued working before college and tried to keep working upward to a position that would truly make me understand what I was learning right away in school. Like I am now.
2	402	nothing
2	403	I would do more internships during the summer.
2	404	I don't think I would do anything differently. Maybe when giving lists of for internships they would want to consider having those in different areas of the country for those who are distant learning students.
2	405	I would not change anything.
2	406	Work More
2	407	NA

2	408	Work less during the week and more on the weekends.
2	409	nothing loved work experience
2	410	Don't get involved in work drama. Not everyone that works with you also goes to school. You have to remember that you have other priorities, and sometimes I lost that sight.
2	411	NA
2	412	nothing.
2	413	NA
2	414	More internships --> so that international students can legally get more work experiences, and practical knowledge.
2	415	NA
2	416	NA
2	417	I would of went to another country.
2	418	Knowing which company would let you truly learn about the field without enslaving their workers.
2	419	A wider variety of places for shorter time rather than a few places for longer time
2	420	NA
2	421	NA
2	422	Only work on-campus and minimally.
2	423	NA
2	424	NA
2	425	Not put work over school
2	426	Gain work experience in the industry sooner.
2	427	NA
2	428	NA
2	429	I would not have taken one of my internships, it was an awful experience and I was warned before leaving that others did not like the job. I would have started looking sooner so I didn't feel forced to take what was offered.
2	430	NA
2	431	I would change that I worked more in the hospitality field during college, that way I would gain even more experience.
2	432	Nothing
2	433	I would have taken better advantage of my externship.
2	434	NA
2	435	I would find more internships (required or not) dealing more with my major/minor.
2	436	I would try harder to get something within hospitality.
2	437	NA
2	438	NA
2	439	NA
2	440	Nothing.
2	441	Being able to be paid more for my time. Being able to afford college with out working as much. There are countless times a

		WEEK that I pick up hours to make my paycheck bigger and I miss out on going to guest speakers, meetings, programs, ect. Sometimes I can't even take classes that I truly want to take.
2	442	NA
2	443	nothing, i'm glad i haven't held a job during the school year since freshman year
2	444	NA
2	445	I felt so desperate to get my 320 hours done before starting my full time internship that I ended up working at a very shady record label that had me do some very demeaning things. I felt like if I don't suck this up and get over it I won't graduate... also in the situation I was an unpaid volunteer with no course of action or support. Their are some great places who need unpaid volunteers and some really bad ones I wish I had a way to let other students not just the ones at IU know to stay away.
2	446	NA
2	447	I would have a job that didn't have such early hours (5 am).
2	448	tried to create a better balance
2	449	I wish I would have gotten more experience working in the field of event management (working, learning event planning software, etc..)
2	450	Possibly have more tourism related jobs for students offered through my university.
2	451	NA
2	452	NA
2	453	I would want to work in the hospitality industry, but I know that they wouldn't provide me with the same work flexibility and give precedent to my school career like my job working for the University does.
2	454	NA
2	455	I would have selected a job that supported my going to school instead of having to deal with someone who could not care less about what was best for me.
2	456	Nothing.
2	457	Not work as much
2	458	NA
2	459	NA
2	460	Work in the industry from the beginning. I have had too much wasted time. School work was not challenging enough to keep me busy.
2	461	NA
2	462	Get a hospitality/resort/hotel job my last year of college to extend my knowledge in work experience
2	463	Nothing
2	464	Learn how to balance everything better. Maybe not work quite so many hours and so late at night when I have classes the next

		morning
2	465	NA
2	466	I probably would have begun working at my current employer way earlier in my college career, but I would also tweak the schedule to allow more study time.
2	467	I would work a little less and concentrate on my studies a little more.
2	468	prepare myself better before transferring
2	469	Wait more tables.
2	470	I would have not worked at a retail store. I did it purely for spending money and it is not something I enjoy. I would have gotten a job in the restaurant/hospitality industry earlier in my college career.
2	471	I wouldnt have changed a thing about my college work experience.
2	472	Get more experience within the hospitality industry
2	473	NA
2	474	I would make sure I can still focus on my school work and give all of my school work as much attention as it deserves and not let my work take more time than schoolwork.
2	475	Have more opportunities.
2	476	NA
2	477	NA
2	478	I would try to have a job that related more to hotel and restaurant for my degree.
2	479	NA
2	480	NA
2	481	NA
2	482	I would not have pushed myself so hard while working during college. I came here with the purpose of going to school but somehow I put work first. My grades suffered and I did not experience college life to its fullest.
2	483	I would have worked in a restaurant rather than catering because I feel like I want to work in restaurants.
2	484	Stayed involved with clubs and organizations to be part of the college rather than just class and work.
2	485	work more
2	486	Make more experiences for hospitality majors focusing on hotels
2	487	Maybe not require the work experience to be completed within the last two years.
2	488	Pick a job that does not require late nights.
2	489	NA
2	490	Have more freedom in choosing our internships and not having to meet so many requirements that you don't get to complete in an internship in the field you hope to work in.

2	491	NA
2	492	paid more get along better with employees
2	493	Nothing.
2	494	NA
2	495	work at a hotel that would offer advancement opportunities
2	496	NA
2	497	Try harder in school
2	498	NA
2	499	I would have chosen to work many places as opposed to one over the course of my college years.
2	500	I worked as a busser in a restaurant for a couple of years. I should have begun serving tables sooner than I decided to. I also wish I have started working earlier in my college career because it keeps me busy. Working and going to school is exhausting but it keeps me from being as lazy as I would be if I didn't have a job.
2	501	Ask my adviser for help with finding a job that I actually was interested in for my career rather than just working at a restaurant because they would hire me.
2	502	I would have volunteered with organizations more and tried different industry avenues to really find what I like best.
2	503	I would get involved more
2	504	NA
2	505	I liked what i experience just wish I would have learned more.
2	506	I would probably not work so much so that I could enjoy more social things on campus and with my friends and so that my grades did not suffer.
2	507	NA
2	508	NA
2	509	Less coursework so I could work more and gain more experience
2	510	I would have worked at more hospitality related jobs to extend my networking.
2	511	I wouldn't.
2	512	NA
2	513	NA
2	514	I wouldn't change anything
2	515	I would start working sooner
2	516	I would stay in my college town all year round instead of working multiple seasonal jobs. Try to achieve a management position in a smaller scale hotel to gain knowledge and try to conquer bigger establishment after knowledge
2	517	NA
2	518	I would have gotten a job sooner, it is extremely hard to build a resume out of nothing but once those first couple of jobs happen everything else seems easier and you have something to talk about during interviews.

2	519	NA
2	520	I would work in a hotel. I focused on working in a corporate marketing environment and worked at jobs geared towards tourism. I think it would have been beneficial for me to work in a hotel as well and become more diverse.
2	521	NA
2	522	Nothing, I got involved right away as a Freshman working part-time jobs and I am so grateful that I did. The experience I gained from learning how to balance priorities and manage my time will help me immensely with my future.
2	523	i would have gotten an internship rather than take classes over the summer to give me the work experience required for future management development programs graduating seniors are offered.
2	524	If working during college was a option for me I would still choose to work, however, I would work in the summer when I could gain experience and still stay focused on my studies while taking classes. I would've also entered the Hospitality industry sooner then now, just so it would coincide with class work.
2	525	Find a job that was within my major. Explore other options other than the office assistant job.
2	526	NA
2	527	Work less hours
2	528	Nothing
2	529	I wouldn't change a thing. Of all the job I've held during college no matter how much ive hatted them at one point or another I have walked away much mor knowledge able about my self, how to work with people how to manage ppl and reaffirmed time after time that I am in the right major I and I will come out on top.
2	530	NA
2	531	NA
2	532	NA
2	533	N/A
2	534	Stayed at the first job I had and gained more tenure.
2	535	I wouldn't really change anything. I worked retail for three years, which taught me about inventory and customer service. I then moved to a restaurant, where my manager gave allows me to get comfortable with both front of house and back of house operations. The restaurant is also owned by a great comp, which could potentially be great for networking and advancement.
2	536	nothing
2	537	work more when I can
2	538	try to get a paid internship
2	539	Cut down on hours required.
2	540	I feel like schools and industry need to have a better, more organized work training program for internships

2	541	Nothing
2	542	NA
2	543	NA
2	544	Not have to work as much. Being able to actually attend college events but having the money as well.
2	545	NA
2	546	NA
2	547	I wouldn't change a thing
2	548	I may do more part-time job to collect more work experience
2	549	Limit myself to amount of hours worked.
2	550	
2	551	I would like to have gotten paid for all my work experience.
2	552	I'll choose sales and marketing department.
2	553	experience every departments function in hotel
2	554	NA
2	555	More hand on experience instead of learning from the book.
2	556	NA
2	557	Make more of an effort to network
2	558	NA
2	559	more recruitment .
2	560	Stayed with less employers, instead hopping around
2	561	I wish the jobs were more flexible with the students schedule, I know that there are not a lot of part time positions available in hospitality.
2	562	I am an international student, I am allowed to work only if it is an internship. So I can hardly provide anything about it.
2	563	Nothing, I work at a great winery that provides me amazing knowledge about the field
2	564	Work more in the hospitality industry rather than in sales
2	565	Nothing my experience has been fine.
2	566	NA
2	567	NA
2	568	NA
2	569	I want to do some senior-level job instead of front-office or waitress. I can learn more managerial knowledge and experience.
2	570	NA
2	571	The number of hours required for work experience was too much to finish in 4 years if a student has other commitments besides academics. I would reduce the hours.
2	572	I would have tried to get a job sooner than my junior year.
2	573	NA
2	574	NA
2	575	Nothing
2	576	NA
2	577	Nothing

2	578	I would have worked in the hospitality field during college.
2	579	NA
2	580	I would have done my second year internship at a business more related to the hospitality industry. I chose to do my internship at a non-profit organization, helping to plan a fundraiser. I do not believe I learned a lot from that experience.
2	581	have more required paid internships to have more money to pay off loans while I was in school (co-op program)
2	582	have a boss more lenient to students.
2	583	More work on campus for hospitality, more hospitality opportunities in town. Less work study- that helps communication and working skills, but not hospitality directly.
2	584	work at an event planning company.
2	585	Not have worked in the same location so I could broaden my experience in this field.
2	586	NA
2	587	I would like to work in a hotel instead of a country club
2	588	I would change where I worked during the semester to a Hospitality related position. I worked in an office on campus which was convenient and simple but unrelated and not helpful for building my resume for a hospialty position.
2	589	I understand that any kind of job is an adult responsibility, and showing up on time and working when scheduled are expected, but being in college at the same time I missed out on a lot of campus activities and experiences because I had to pick and choose which days were the most important to get coverage at work.
2	590	NA
2	591	NA
2	592	I wouldn't do anything differently. I love my job working at the Museum. It is all about customer service and helping visitors have a great time. It's a great job.
2	593	I would try to get a job while going to school and not just during winter/summer breaks. Take advantage of the opportunities available to students
2	594	I would have found more time to get into campus related activities.
2	595	I would require more internship opportunities past the Freshmen year of attendance. That would open more doors, and lead to more full-time positions.
2	596	NA
2	597	I will work in a hotel . Even though the job I had pertained to the industry it was not in hotel .
2	598	NA
2	599	Branch out and try somewhere new.
2	600	NA

2	601	NA
2	602	NA
2	603	I am content with my work experience
2	604	NA
2	605	Not much.
2	606	nothing
2	607	I wish I could have found more paid internships. If there were more paid internships I wouldn't have had to work two jobs.
2	608	I believe that I would work less so that I could enjoy being in college. Working full time and going to school full time doesn't leave much time for anything else.
2	609	I would have chosen a different workplace. However, you don't pick the job, the job picks you. I'm just happy to have had some experience because that is really what matters.
2	610	NA
2	611	NA
2	612	NA
2	613	NA
2	614	Nothing
2	615	NA
2	616	Work more
2	617	Nothing
2	618	Work less hours or have a set schedule so i could still participate in school activities.
2	619	Have more industry-related work experience while studying in for my degree; while I enjoy the challenge in my classes, the group projects and workload was too much while working over 25 hours a week.
2	620	NA
2	621	NA
2	622	I would allow hotel students to complete their internship wherever they want and not restrict it to the local metro area.
2	623	required every year, there is only 1 required internship. i think we should have to be employed at least over summer
2	624	Making sure that the hotel doesnt take advantage of free labor
2	625	NA
2	626	I think I would not have taken a job that is 24/7. I am an R.A. and the time takes up a lot of studying and project time.
2	627	NA
2	628	I would try to work in all different areas.
2	629	NA
2	630	I would have still worked but worked on time management better because that is always an issue trying to balance both aspects.
2	631	I would try to spend more time on campus working with fellow students. I have been so busy outside of work that I was unable to

		develop close relations with very many other students.
2	632	More availability for work
2	633	Decide my major earlier
2	634	I would find a job more closely related to my industry. I also found it frustrating when I needed to study or work on a project and I was stuck at work.
2	635	Nothing.
2	636	NA
2	637	NA
2	638	I would not have taken on such a demanding position that forces me to choose b/w attending class or punching the clock. As on occasion they forget that I am still a full time student. I normally choose the latter which causes me to put in extra classwork time b/c I don't want my GPA to fall below a 3.7.
2	639	Get out of the kitchen and more work in events
2	640	I would have chosen a job that was less demanding
2	641	nothing.
2	642	I wish I could have an on campus job
2	643	Choose a better location for my internship.
2	644	NA
2	645	NA
2	646	I would work more often during the year to gain a little more experience
2	647	NA
2	648	Work a little less, so that I could study more.
2	649	NA
2	650	Seek out positions that allowed me to do more than just the basic duties.
2	651 - 672	NA
2	673	I wish I could have done both of my summer internships out of state at a resort somewhere on the beach.
2	674 - 694	NA
2	695	Didn't have any
2	696 - 717	NA
NA = not answered by respondent		

Question Three, Graduate – Raw Data Responses	
Order of response number	What advice would you offer current hospitality students who are about to graduate and enter the hospitality industry?
1	NA
2	Get as much work experience in the hospitality field as possible. It will set you apart when applying for positions, but it will also provide you the experience in knowing that the field is the right avenue for you.
3	NA
4	NA
5	I learned more working at a local hotel and my internship at a country club than I did in my classes
6	NA
7	Don't give up. Realize that you will have to apply for a ton of jobs before landing one unless you're one of the lucky ones. Do what you love. Go in with the attitude of knowing you will have to start at the lowest of lows and work your way up.
8	Take your internship seriously. Do multiple internships. Sample various fields you are considering so you can hone in on your passion by graduation and focus on that when job searching.
9	
10	If you work during college, make sure it is a place where you can have a lot of customer interaction. Customer service is the most important skill you need to succeed in this industry and any type of job where you gain this experience will be helpful in an interview and securing a job in this field. Networking is also crucial! Just last week, my boss from the catering company where I worked in college called me to come work for them in a managerial position. Keep in contact with your bosses and peers, you never know what could come from those connections.
11	NA
12	Make sure you get some hospitality related work experience - I was able to get a managerial position with the company I worked for throughout school
13	Get experience. Don't let the thoughts of others get in your way. Never say no, you never know what doors may open.
14	NA
15	Be involved in internships, college activities, and constantly network!
16	NA
17	Use the work experiences during school to learn as much as you can in operations. You can't expect to be a front office manager or housekeeping manager if you have never done the tasks you expect people you are managing to do.
18	Network all the time, don't be shy to introduce yourself and ask about open positions.
19	Get work experience and practice interviewing. I would also suggest that they be realistic about expectations of positions post graduation.
20	Get out into the industry while your still in school, the real world is much

	different from the picture painted in a classroom.
21	NA
22	NA
23	NA
24	NA
25	In hospitality you can advance without a degree, it takes longer, but a person can do it. So don't think you are going to walk out of college and obtain a manager position with just an internship under your belt. Get some experience in the industry while you are going to college. Also, start at the bottom, its easier to learn the challenges of housekeeping while you are 20 years old but when you are 30 or 40 and are trying to apply for a GM position and the only thing holding you back is not knowing how to control that large amount of labor, expenses, and staff, it makes it very challenging to start at the bottom cleaning rooms to learn what they do when you are at that time in your life.
26	Take advantage of as many internship and project related experiences that you can. Try to choose varying types of internships, even those that may be out of your comfort zone. Network with as many industry professionals as you can, because the power of advice is quite profound.
27	Stay in on the weekends
28	You can't walk out of college with a superior attitude to those in the hospitality industry who don't have a degree. Veterans of this industry have so much to offer those just entering the work force.
29	NA
30	Get as much work experience as you can while still in school, and, in all different areas for a well rounded resume before even graduating. Spend time at a hotel front desk, housekeeping, serving in a restaurant, barbacking, being a beverage cart girl at a golf course or work in the pool cafe at a country club, work for a private caterer, etc. It will be to your benefit in the long run, even if those stints are each only for short periods of time on part time basis'.
31	Network and learn how to communicate
32	Learn everything you can about the industry. Do not take a job for the sole reason of making money, you must love what you do to live a rich life.
33	Do not settle for "under-employment," even if you use it as a "foot in the door," be aggressive and push for a supervisor or managerial position.
34	NA
35	get ready for awful pay, terrible hours, lots of butt kissing and slow advancement based almost entirely on the time you've spent in a previous position and not on your intelligence level.
36	NA
37	NA
38	Get work experience. Don't let it take away from schooling or extra curricular, but the more work experience you have the more appealing you are going to be. Also, you can't start at the top, so why not start at the bottom so when you graduate you can start moving up right away.
39	Make as many contacts as possible and try to increase work experience.
40	Always put in the work while at University and in your first few jobs...the rest

	will come easily
41	Don't expect to start making a high salary right away. Many businesses want you to prove to them that you can perform to their expectations first. Expect to work many hours per week. Learn as much as you can and retain that knowledge for the future. You might not get the job you want right away but it will lead to better things as you progress and have a proven track record of success and accomplishments.
42	Understand that your first job may not be your dream job, but should give you great experience helping you get closer to that job.
43	Get as much experience in the field as possible before graduating
44	NA
45	Think twice! make sure it is what you want. Hospitality jobs are on average lower paying and longer hours. you have to really want to be in the industry. People say that teachers get low pay.... but they also get the best hours. Summers off, every holiday etc. Hospitality jobs pay in the same range as teachers, but you work every holiday, and work year round. I have had one NYE off in the last twenty five years! So as an incoming student, really spend time deciding what motivates you and pick your career based on that. Many really are passionate about the Hospitality industry, just be sure it is you.
46	Be positive, create a fun and exciting atmosphere, get as much experience as possible, network, be flexible with your schedule, dive into the numbers and understand your business from a financial perspective, be organized, learn how to effectively communicate with different personalities and be humble. This can be a very demanding business depending on your place of work, keeping the atmosphere light and fun while having an open door policy to all other employees is crucial to having an effective and productive office
47	Think about a more diverse degree with some hospitality coursework. Find internships that will give you a feel for the industry you are pursuing. Know that are opportunities out there that are connected to the hospitality industry with more manageable schedules. Food distribution, for example.
48	Be open. Be open to different positions, different locations, different hours, working in hotels/restaurants/airlines/casinos/etc.
49	get experience before you graduate!
50	NA
51	I graduated 25 years ago and the industry has changed dramatically since then. I'd say really understand the financial and accounting end and even if you burn out in hospitality you have transferable skills. I'm now a SVP in a bank and while I don't work in restaurants anymore, the work ethic and attention to the clients needs drives my success even today.
52	NA
53	The idea of on-campus interviewing can be overwhelming and extremely stressful my only advice would be to be clear of what your objectives are - in my case I don't think the "interviewers" even cared about me or what my goals were - they were just looking to fill a slot in their campus recruiting schedule I accepted a job with the absolute best company - but I was sent

	to an area of the country that I specifically stated I was not at all interested in relocating to - but since it was the only offer I received I was forced to either move to this undesirable location or be unemployed in looking back, I wish I would have turned it down, as it only lead to a long, unfulfilling career in what I thought and believed was going to be happy and rewarding.
54	NA
55	NA
56	NA
57	don't have unrealistic expectations. Being a GM of a hotel or restaurant is the glamorous part of the industry. Being a 70 hour a week manager in training is the stepping stone to get there. Do research on what you're really passionate about and don't settle on a job, just because a recruiter is willing to offer you a job. be willing to move!
58	Get work experience and network
59	GET EXPERIENCE and NETWORK, NETWORK, NETWORK!!!!
60	NA
61	Long hours, pay is not great, no benefits!
62	Develop a relationship with the companies you want to work for through internships, or volunteer opportunities.
63	NA
64	Ignore the paycheck. During my college years, I agreed to work any day, any shift, any position as long as it was a different position than the one I did last summer. I hooked my wagon to a dynamite general manager which gave me the opportunity to load up my resume before I graduated. Loved it.
65	Take the time to work in different departments, you won't know if you like something until you try it. Be willing to take risks and try new things, never be afraid to ask questions and always get involved
66	Keep an open mind. Seize opportunities that come your way even if it's outside of your comfort zone. I moved out of state and took a position in a department I wasn't thrilled about. Now this is my dream job and I've doubled my salary in 4 years.
67	Work experience, in a variety of settings, is important.
68	Try to apply as much as you have learned in school to the job you go into. Once you begin a new job, it easy to loose sight of what you have learned if you don't apply it right away.
69	The classes you take do not necessarily prepare you for the hospitality world. Get a job in a hotel or restaurant during college! The more experience you have the faster you will move up. Also, do not consider yourself to be "above" doing any job. Just because you have a college degree does not mean you are too good to start out working as a front desk agent, server, etc. Don't expect to be a supervisor or manager right out of college. It probably won't happen!
70	Be prepared to work as a team through strong collaboration. Leave any gossip and high school type behaviors at the door. Don't feel as if you should only work for one company or one department while you are young.
71	Run! Just kidding.... Network as a student member of NACE, PCMA, ICES,

	etc. To build contacts within the industry.
72	NA
73	Get experience while going to school
74	NA
75	INTERNSHIP, MIT Programs, and its all about who you know that can put your resume on HR's desk.
76	work to gain experience and contacts.
77	Try different aspects- not just the restaurant or the hotel or event management, Volunteer for a summer in different industries.
78	HAVE A PLAN!
79	NA
80	NA
81	Take advantage of cool internship opportunities like college programs, public attractions or national parks. Future potential employers are much more eager to talk about these experiences than more relevant work experience, like management positions. Fun internships add a lot more appeal to your resume than boring ones.
82	Network with everyone you meet
83	NA
84	NA
85	work hard, be happy and find mentors to guide you and take an interest in helping you
86	NA
87	NA
88	Get work related summer experience, starting your freshman year. Apply for internships starting your sophomore year.
89	Utilize your professors, gain work experience in multiple brands or companies if possible, build relationships at work to utilize as a mentor or resource.
90	Get as much varried work experience as possible to better understand the industry that you are going into.
91	NA
92	Take risks and take advantage of travel through job opportunities before settling down with a family :-)
93	Get as much work experience in a variety of settings as possible. Internships, travel abroad and experience the world. Learn as many languages as possible - learn how to communicate!
94	NA
95	Getting that "wow" work experience prior to graduating is critical when you are going through the interview process, this will definitely put you ahead of your classmates that only do the status quo or fail to go outside their comfort zone (i.e., those who work at the same restaurant every summer in their hometown). Start networking early on - it's not just about what you know, it's about who you know - the hospitality industry is very interconnected and everyone knows everyone. If going into a Hotel or Restaurant, be prepared for long hours and lower pay compared to other industries. Realize that if you do

	go into a Hotel or Restaurant, there are more opportunities beyond the operations side of it (i.e. marketing, revenue management, e-commerce, etc). Having that base knowledge is good, but the other side to the industry outside of operations will give you more opportunity for better work/life balance and increased pay. And always remember to smile. :)
96	Be humble, always focus on continuous learning, and never underestimate the power of networking.
97	NA
98	Love what you do or find something else.
99	NA
100	Get a wide variety of work experieces to find which area holds your interest. Develop a strong understanding of sales and marketing. Be patient, resilient and work hard for yourself and the success of the company you are working for.
101	Work experience is important. Learning how to manage a hotel in a classroom is much different than dealing with guest issues and concerns in person and in the moment. There's only so much that can be taught in a classroom.
102	NA
103	Opportunities abound for those who have the base technical skills to complete the necessary administrative tasks that most current hotel management jobs require. Ability to relocate and breadth of knowledge and skill will enhance your resume and make you more valuable to the company you choose to work for. Leadership, likeability, networking, and trustworthyness will assist those technical sound managers to excel faster up the corporate ranks.
104	NA
105	Know how to listen! know how to think on your feet and accept change!
106	do not enter into relationships with any of your coworkers period!!!
107	it is a very hard industry. Long hours, low pay, hard, hard work. If you really love it, it will be a good place. If you don't, get into something else.
108	Managers of most restaurants work way too many hours, for such little pay.
109	Final success is worth long hard hours climbing the ladder
110	Make sure you know what you are getting into...long hours, nights, weekends, it's not for everyone!
111	Workexperinece is needed - therefore I can see no use of a Masters Degree in Hospitality.
112	NA
113	Make sure you understand the demands of the industry and if you are married or when you get married make sure your spouse understands, too. Work hard, make a difference and have fun. Be sure you enjoy what you're going.
114	In today's industry you need to have work experience to get your foot in the door. Many times graduates have to start as assistants and lower level jobs and work your way up. Training programs are a lot more difficult to get into and many companies are filling those spots with internal candidates.
115	Know that it will be difficult to get a job unless you're willing to move. I followed my husband since he is an engineer and couldn't find anything close

	to what I wanted to do because of the poor economy.
116	Get as much experience as possible before trying to enter into a career
117	Try to get into a Manager Training Program with a good company!
118	Work hard and have passion for the industry.
119	NA
120	It is not a easy industry. You need to have passion for it whether it comes from meeting wonderful guests, serving people, or traveling. However, in a long run, I believe that the degree you have in hospitality management will definitely help you to be a better manager in the future.
121	NA
122	Be patient, be dilligent, and show your mean business!
123	NA
124	Get as much exposure to interviewing and recruitment, it's the major goal to accomplish as you approach graduation.
125	NA
126	Work while in school. Work nights, weekends holidays, and during events. If you can't do it and love what you are doing in school, you won't make it in the industry. I saw more classmates get straight A's through college, get the better job offers or experiences only to wash out a year or two later because they didn't test their tolerance by working in the field while in school. The B students whom worked in the field while in school have seen far more success in the industry.
127	Know what you want to do and where you want to go. Set goals for yourself that will help you interview for the right jobs and internships.
128	Get ready for a lot of hours and little pay. That is why I left the industry I didn't go to college to work 80-90 hours a week for 55,000 grand a year
129	NA
130	Make sure you get work experience while in college to see if your expectations of the field are something you want to experience for a career
131	NA
132	Work in the industry while getting your degree
133	Look into the future to see what opportunities there are in the field you are interested in. Learn how each position can lead into making you more apealing for the position you want.
134	NA
135	Enjoy your time, in college before you enter the working world, Value yourself more and interview with many companies to see all your options, don't be afraid to move it will help you advance faster.
136	I would say that networking is very important. It is often those connections that makes a difference. Communication is key, and learn how to write a really great resume.
137	Don't think the class room stuff will teach you everything you need to know. Have an open mind and realize that you can learn in any situation because everyone has a story and something to share.
138	NA
139	Identify what part of the industry you're interested in and get as much

	experience as possible during college. It will help you gather the necessary experience to get a job in your field of interest post graduation.
140	Across the board industry experience is vital. You need food and beverage experience even if your desire is front of the house hotel work. You need reception/hostess experience even if you want to be a cook, etc...
141	Get involved and try working in different sectors in the hospitality industry.
142	NA
143	Work in many places of every aspect of the industry to ensure your inthe right field for you. Employer like seeing a lot of experience on a resume.
144	You are about to make the most important investment of your life, this is a business you want to see yourself at for a minimum of 5 years, if possible retire at.
145	Letters of recommendation
146	NA
147	NA
148	NA
149	NA
150	NA
151	As important as your degree is, work experience in the right field will get you far. Put them together and nothing can stop you!
152	Do an internship! I did mine and got a career out of it.
153	Work in the restaurant industry prior to graduation, not just for work experience credits.
154	NA
155	Take as many internships or outside learning experiences as possible. But also try to decide where in the hospitality industry you want to be and tailor these experiences to further your post grad aspirations
156	NA
157	Save as much money as you can early and really be aware of where you might be wasting money because it may take a couple of years to get out of living paycheck to paycheck on low entry level salaries. Although the benefits of discounted hotel rates for vacations properties will try and sell you on are great, if you can't get days off you want and have minimal disposable income, chances are you won't be able to take advantage off those 'added benefits' to supplement the low pay/long work weeks.
158	Focus on learning the material presented and not the grades. i got good grades but was not aware I was supposed to be learning anything.
159	GET A JOB! don't look for a job as a high paying manager. if you haven't worked much in the industry you must start at the bottom. I started at the bottom washing dishes when i was 14 years old so that when i graduated college i already had 9 years of experience in the industry. I hire employees now and to be honest, i don't care where you went to school or what you got for grades. i care about where you have worked and what you have done. hiring really smart employees from prestigious schools don't make me money, hiring effective and efficient people with already the knowledge i need so it saves me on training saves me money.

160	Gain as much experience as possible and do not expect that education/internships alone will secure a position
161	NA
162	NA
163	Get an internship at the best place that you can because it will be a great experience for you.
164	Get as much experience as you can in all aspects of the hospitality industry while you are in college. Put the extra stress on yourself, you will have to see if it is something that you can cope with as you start fresh out of college. Learning the different aspects of the industry, (hotel, restaurant, catering, stadium, etc) helps you to understand how they all rely on each other in the "real" world....an outstanding restaurant can make a nearby hotel outstanding; a stadium/amusement park can make or break a nearby restaurant/hotel, etc.
165	If they haven't obtained a job, utilize their career services. I went to countless employer previews and interviewed with a lot of companies. Friends of mine in other majors did not have the same exposure as hospitality students. If possible, be willing to relocate. I know I limited my options by wanting to stay in the NW. My first job after graduating was working for a major hotel chain in human resources. I learned that HR is a great field. I continued to work in HR even after relocating and leaving the hospitality industry.
166	Be patient!
167	Stand out from the crowd. Be great. Be humble. Don't expect that a degree will get you where you want to be. Hard work and dedication are needed more than anything. Don't give up, work harder and smarter than anyone else and you will succeed. Learn how to hold yourself and others accountable early on in your career.
168	Don't set your expectations too high, it's ok to take an entry level position they will always take the individual with 10+ years experience over a recent grad. Don't expect to walk into a management position!
169	NA
170	You get out of your education what you put into it. Push yourself; take advantage of work experiences and the classroom opportunities you have.
171	NA
172	Start out with a big company (Marriott, Hilton, Starwood) as they have amazing training programs and resources. From there decide what area/type of company you're more interested in working in (select service, boutique, luxury, etc.) and get into it.
173	Work for an independent business so that you can see how the industry really works and you can be much more hands on with your experiences.
174	NA
175	Join networks like LinkedIn or associations in your field and get plugged in as soon as you can.
176	See the academic coursework comment. Need to evaluate when to step out to another organization and when to stay based on a careful evaluation of what is happening to others within the organization as fact not of what is being promised to keep me on.

177	Be prepared to be flexible in where you will work and what you will do. Do not assume you know anything, be a sponge and learn all you can when you begin to work.
178	Be prepared for long hours with no set schedule. You don't get into management over night.
179	Commit time to internships each summer. Change them up - company, industry, role - to gain broad experiences that will inform good decisions upon graduation. They'll also translate to a rich network and capacity to respond better to interviews upon graduation... differentiating you from your competition. Invest as well in leading student groups and participating in industry consortiums, associations or other affiliations.
180	Make sure they have an accurate view of what expectations should be in this industry. Long hours, shifts that are not 8x5, what do they expect from a quality of work/quality of life standpoint? Do they plan on being married and starting a family soon? If so, will this industry allow them what they want to do?
181	NA
182	My advice would be for students to get as much work experience as possible while in college. Yes, grades are important but I have never been asked about my GPA in college after I took my first management position after school.
183	Interview with as many companies as possible to get the best selection of career paths. The company that you have always seen as your top choice may not have as much to offer as another company in terms of promotions, experiences, benefits and flexibility. Do not feel like you are trapped in the corporate world, there are some little guys out there to with a lot to offer. Don't settle, make sure you find a position that you enjoy - life's short.
184	Make sure you are getting some sort of real world experience. (i.e. a real hotel or restaurant) This is what will give you a taste of what is to come. College jobs in college towns do not equal real world. You need to get out to a city where there are real tourists that visit or real business people that have standards and expectations. It is highly likely that these are the types of people you will be dealing with and the earlier on you learn to cope with them, the better you will fare down the line.
185	NA
186	Take as many internships as you can and make sure you get tons of work experience in different parts of the hospitality industry. If you can land a part time job while in school being a supervisor or manager take it even if that means long hours and a worse GPA. Your GPA will not matter after college in the hospitality industry unless you want to go to grad school.
187	Get out of your comfort zone, go to a different place and experience different people.
188	Experience is key along with hard work. You also can't be afraid to move. Leaving Iowa was the best thing for me. It allowed me to come back with so much more than just work experience.
189	Work the operations side of a hotel prior to graduating to see if that is where you would like to grow your career. It is the best way to see all different

	departments of a hotel so you can start in a specific area of the hotel after graduation (i.e. Sales, Revenue Management, Front Office, Housekeeping, ect..).
190	Get a job in the industry and make sure you like it. You have to have passion for it because you work long hours and pay is not great.
191	Be ready to work, work, work. It is fun, but you must be willing to be a hard worker and patient with co-workers, employees, management and customers.
192	That no matter how many courses you take, unless you have the work experience or a good connection somewhere you will HAVE to start from the bottom up. My first year out of school I could not even get a front desk job at a hotel. There is a lot of competition out there so you may not end up in the hospitality industry.
193	Internships. Work experience. Holding office in greek life/campus organizations. Networking. Anyone can have a degree, but going the extra mile during those 4 years proved to be vauable to my sucess so far.
194	NA
195	Have fun doing what you do and SMILE alot while you are doing it!
196	NA
197	NA
198	It will take time to advance in the company as well as make a high level of money!
199	walk away with work experience. it makes you a lot more attractive!
200	NA
201	NA
202	NA
203	If you do not want to work weekends and holidays this field is not for you.
204	NA
205	Build your resume and NETWORK, NETWORK, NETWORK...
206	Be prepared to start from the bottom and work up.
207	Food service will always be needed. Nutrition field is the new food service. Everyone wants to be fit and eat well.
208	NA
209	Youi need work experience or shadowing before committing to the major.
210	Take internships and jobs in different areas of the industry so that you can obtain a better understanding of what area you want to be in. Go on every field trip, participate in clubs, scholarship event planing, etc to build connections. Get to know your professors-- in the hospitality industry they have numerous connections and will be your biggest asset in the job search. If your school offers trips for credit, take them! You don't have to go abroad to have a great experience. Attending any conference will only expand your network, teach you new Thinfis that you will take with you to the work place, and provide a fun way to obtain credit.
211	Good luck because you are gonna need it.
212	welcome to the jungle... hope your ready to kiss your life goodbye
213	Find your passion within the industry or find out if you have a passion for this industry. The needs of the positions in the hospitality industry are great and

	require a great deal of energy and passion. At the same time it's a very rewarding career and there are so many options and opportunities to succeed and advance. Also be patient right after graduation. Don't expect to be a manager or supervisor right away. You need to pay your dues and learn from starting at the bottom. If you have a positive attitude and a passion to succeed, you will advance fairly quickly and stand out from the rest.
214	You need work experience to get a job in the industry, so take your internship seriously. It may lead to a job opportunity after graduation.
215	NA
216	Use your advisers and class mates as resources. Even to this day, almost three years out of college I still call my adviser or other professors looking for advice and information. And your classmates, they are in the industry too, they have connections all over the world.
217	NA
218	Pick a career/position that makes you happy, whether it's front of the house management position or starting off at the fryer at a restaurant. Don't listen to anyone who tells you you won't enjoy it because of their reasons, this is your life YOU choose where you want to go. Surround yourself with people who support you, no matter what you decide. And good luck!
219	NA
220	Dont expect all the glitz and glamor of a 5 star hotel especially with the economy. You will have to work your way up the ladder or move around a lot to obtain a better position . Expect to work all holidays, weekends, and even the third shift starting out, because you will be the new person. Try to talk to your advisors and go to job fairs with a clear idea of what you want to do in the future. You need to begin looking for a job months before you graduate. It takes a long time to find a job let alone one in the hospitality industry that relies on expendable income especially with budget cuts and hiring freezes everywhere in the US. Good Luck!
221	Create networks and contacts & internships are the best way for experiences/resume building, even if it is unpaid
222	Get EXPERIENCE! Get internships, get jobs, network, join groups/clubs - within the hospitality industry. It helps you figure out what path you want to take and could help you set up a job for after graduation.
223	NA
224	NA
225	Work throughout college, it helps to connect the schoolwork you are doing with real life situations.
226	Get as much exposure to food and design as possible if going into events. Seek out opportunities even if they're unpaid internships or volunteer opportunities to gain this experience and make connections. Don't expect to get your dream job right away - put your time in. Realize that the hospitality schedule is rough and it's not glamorous.
227	NA
228	Get to know as many people as possible and be confident in your decisions. Understand the path you see yourself going towards may change for the better

	and to take risks. I can speak on that.
229	Try to get the most out of your internships/work experience. It really does help a lot more than you'd think.
230	Network!
231	NA
232	Be patient! Work hard to show that you are motivated and are willing to learn. When going to interviews, be prepared and learn about the company before you take a step in the door.
233	NA
234	NA
235	Internships are a great idea and an amazing opportunity - and it is never too early to begin job searching
236	I would let them know that you may not get your "dream job" after graduation. Take what you can get and gain experience for 1-2 years and then pursue your dream job if you did not get it the first time around. Employers value work experience. So do not just wait around for the right job! Also, do not expect to graduate and become a manager or supervisor. Even though you have a bachelors degree under your belt, you still have to work your way up. Experience trumps a degree, always.
237	NA
238	NA
239	NA
240	If there is an opportunity for internships, take them. I learned so much from mine and it has helped me in the short time I've been employed at a hotel after graduation. Also, if you know where you want to work/what you want to do after school, get a job in that industry, even if only part time. If you know that you may not be able to handle the work/school load, then get a seasonal job while you are home. The experience is what future employers will look at.
241	Work! Hopefully they can get a great internship with a reputable company whee they can go back and learn more departments year after year.
242	Win the hearts and minds of everyone you work with, no matter the position. There's nothing you can't do if your team believes in you. Always uphold policies, rules, standards, etc... but always remember there is a lot of gray in every situation. Maintain integrity. Validate decisions . More than anything remember this, "No one forced you to do this job. We chose to. Each for our own reason, we chose to make serving people a career."
243	get a masters in business administration. gives you many more opportunities within the industry.
244	Make the most of your internships and try and learn as much as you can. It's very important to build relationships with your internship supervisors as the hospitality is a small industry and you may need you internship supervisors in the future and they can serve as great resources while looking for a career.
245	I would recommend them to attend interview & resume workshops within their college's career center to be prepared and to be open minded about entry level positions and salaries. Many entry level positions in large

	organizations/hotels will likely offer you many future opportunities for growth.
246	make sure you have experience in the field
247	NA
248	Be willing to work your way up - too many come out with unrealistic expectations for positions.
249	It's not as simple as you think it is. It requires a lot of patience and finding a good paying position is very hard. The saying of who you know not what you know holds very true.
250	Take every struggle as an opportunity to help build your confidence, create networks within the industry and excel in everything you do. Your work ethic is the only thing that will set you apart in this industry.
251	Good luck. Be prepared for long hours with a small salary. It will pay off eventually. Stick with it.
252	Get a good internship and continue with a great position
253	Set your employment goals high when first starting the application process, understanding that you can re-evaluate if no opportunities present themselves right away. Within months of graduation from the Hospitality program, I found a position with a resort on the west coast, in their 5-star spa. My training has been continuous since I was hired, a true extension of my education.
254	NA
255	Expect to work lots of hours. Make connections
256	If you do not mind working weekends, holidays, and after-hours, then you can certainly succeed in this industry. You must learn how to work with many different personalities and accept that you will come across individuals who will not respect you because of your line of work. I learned a lot during my internship at a resort in (specific location), and I found that regardless of my intelligence and likability, there were people that mistreated me because they didn't consider me to be on their "level". In the service industry, it is difficult to make everyone happy---but that's what you must do. Keep the customer happy and always keep a smile on your face. It can be rewarding, but it is hard work and the hours that you work are the hours that other people want to be off work and having fun. I couldn't get past that, thus I got another degree and never looked back.
257	Take any work experience even if it isn't paid, the more experience you have the more likely companies are to be interested in you and what you have to offer.
258	NA
259	Do as many internships and strive to work at a better property each year.
260	Utilize your career center
261	Learn Spanish. A large majority of workers speak spanish as their first language. It is easier to clearly communicate with them in Spanish, to ensure success.
262	Make sure it's your passion.
263	NA

264	NA
265	1) I would suggest doing research on which hospitality companies culture best matches what you are looking for 2) Speak with current associates of the company you'd like to work for before applying for and interviewing for a job with them so you can gain insight into their hiring process and interviewing process 3) In the current economy I think it's important to be flexible when it comes to job location and if you have the ability to relocate it may increase your odds of finding a job that matches what you're looking for
266	Complete internships and get a part time job to gain experience because that is what will help you the most in starting and moving forward with you career. Take these years to learn as much as possible and find out what it is you want to do rather than waiting until after graduation.
267	Have high expectations, do not waste too many years of your youth working many hours for someone else. Get good well-rounded experience, be respectful, and work smart. Think about how choices can affect the direction of the rest of your life.
268	Network every chance you get!!
269	Internships in desired area of hospitality!!!!!!
270 - 281	NA
282	Be open to all kinds of opportunities- not just the ones that you think are the best or where you want to be in ten years. Almost any experience when you are starting out is a good thing. I've seen a lot of classmates have a hard time in the industry because they refused to do things that they didn't feel were "advanced" enough after graduation, only to end up working retail in some random place because they wouldn't just take an opportunity to get in the industry.
283	NA
284	NA
285	NA
286	NA
287	NA
288	Make sure you don't mind being overworked and underpaid. Prepare for long nights and weekends won't get to see family and friends as much as you might want
289 - 302	NA
303	Get as much experience as possible before you graduate, whether it is paid or volunteered. In my experience, my degree really did not help me to get hired at a higher level than without a degree - I worked for Marriott and was still hired as front desk receptionist...the hospitality industry must be worked from the ground up and many people do it without any degree.
304 - 308	NA
NA = not answered by respondent	

Question Three, Student – Raw Data Responses	
Order of response number	What advice would you offer other students considering working while in college?
309	Mange your time wisely. But it's definitely do-able.
310	Work as much as possible, you need to try a lot in order to understand what do you like and what you do not.
311	NA
312	Start internships early and make sure you have a good amount of experience.
313	It is a good way to gain experience, ma
314	Learn how to budget and look for work in the industry you plan on working in.
315	Do it! Helps you develop better time management and helps you realize you are in school and to have fun when you have time.
316	NA
317	Make sure to find a job that you enjoy and have the possibility to grow in and can apply to your work experience and education. It may be an opportunity to explore something you are not interested in pursuing but at least you tried it.
318	NA
319	Find a job that is fit for student needs, such as ones on campus. they are more flexible and aware of your changing schedule.
320	Make sure you can balance your work and education
321	be open minded to every opportunity
322	School and grades come first. However, this field requires work experience so make sure you take on a job that you enjoy and really relates to your interest in the hospitality field.
323	NA
324	NA
325	Don't take on more than you can handle. If your classes are difficult and your grades are not what you want them to be then ease off on working. Also it is absolutely possible to get good grades, work part time, and have an active social life. If you have good time management skills and keep your priorities in check then you will be able to balance those.
326	study, work, study, work; make sure this lifestyle is functional for you.
327	Know you are going to have to be excellent in time management and know what you are getting into before you take a job.
328	Make sure to find a boss who understands your homework load. Being a student is your number one occupation, focus on achieving that goal before making extra money on the side.
329	I think if you have the time and discipline to keep up with your classes, then working in college has been a good experience, with making friends and getting some spending money.
330	NA
331	don't take on more than you can handle
332	Make sure you use time management and learn to balance your time more efficiently.

333	When making choices about what type of class/work load to take on, be sure not to over-exert yourself. Try to only do full-time work or full-time school.
334	NA
335	I would recommend working at least part-time, the money really adds up and helps you in the future with paying things off
336	Find something you can enjoy, so it wont be a complete waste of time while you have other academic priorities
337	
338	Apply and interview with lots of different companies for internships. Do more than one internship.
339	Get work experience and take 15 hours per semester
340	do not work full time. only work part time. i am a strong person and was able to juggle both with a lot of credit going to my boss who was willing to work around my school schedule
341	Have a very flexible manager to help make your schedule easier on yourself. Don't take on a job if you can't also keep your grades up.
342	I would advise them to work as much as they can without overdoing it. It shouldn't interfere with school but you can't waste the 4 years you have on just hanging out, you need to get out there and experience different environments.
343	Time management, time management time management! The most important thing is to dedicate yourself to working on your studies, attend work at the hours needed, and accept the fact that your social life will diminish. If you, however, meet others in your degree, you can both study and be social so as not to give up too much fun.
344	NA
345	Make sure you work less than 8 hours a week!
346	working is almost essential to make a living while in college, so if you must work, work somewhere you love. do something you enjoy and be happy about your life. enjoy college before real life sets in.
347	Definitely do most of your work experience over the summer, so you don't have to balance out a lot of things.
348	SAVE as much money as you can!
349	You should work, even if you do not need the money! You need experience in the hospitality field, and people will not hire anyone without any experience.
350	NA
351	Network Network and network!
352	Only take on a full time position if you necessairly need the money amd have bills to pay.
353	Do not plan everything around work and make sure not to loose the college feeling and social aspects, attend school related functions and join clubs.
354	If you are able to keep up with school and work it is very beneficial to do it.
355	Keep your GPA above average so that you won't suffer later.
356	Work is important in order to be able to relate school to real life situations even if you only work part time. The students that have never worked in the field always seem to be a bit lost.
357	Do not overload yourself. It is great having a job- but you don't want to burn

	yourself out. This is college, you should be enjoying yourself and the college life. I am currently taking four courses, and have four part time jobs (two at the school, and two outside) and I have burnt myself out a few times in one semester. I am someone who loves to be constantly busy, but that extra pay is sometimes not worth it. Stick to one job, possibly two, and leave it at that. I am a Peer Mentor and one of my freshman told me she wanted to be like me ...she has three part time jobs and four courses. I'm glad she knows when to stop, but as a freshman...enjoy college first!
358	Find a job that can be an escape from education and life for a bit. Find something you like to do and work from there and don't make work a major priority that over takes your academics. Balance academics and work as best as possible.
359	If you can manage both work and school it is a great opportunity, but it is very hard for some so be careful on deciding if you want to proceed being a full-time student and full-time employee, etc.
360	If you don't have to work, don't.
361	I did not work during the academic school year.
362	NA
363	NA
364	Working while in college has been the reason I have been able to meet so many people in the industry as well as gain more knowledge compared to the student who does not have a job. Students should try and find a job where they are able to balance both school and work without one interfering with the other.
365	Being involved helps you prepare for the real world. If you think you are busy in college, you will be surprised when you are more overwhelmed and stressed in a professional career. You should start managing your time and preparing for the future now. The benefits are endless; opportunities, more work experience, building networks, creating relationships, money, and resume builders!
366	NA
367	NA
368	You have the rest of your life to work, it's important to get the most you can out of school because when you're out you might want to go back.
369	Great way to gain hands on experience in your field. Also, helps determine if it's really what you want to do
370	Work part time to get work experience but not too much so you can still enjoy the college life.
371	get work experience
372	learn the balance between the 2
373	Start working as soon as you can to gain as much knowledge as possible
374	NA
375	Make sure it is in your field and not just an easy random side job that won't account for much on your resume
376	Work Study programs at school should be taken advantage of. Don't over work yourself- school comes first
377	My advice would be to get involved while in college, whether it is by working, getting internships, taking leadership positions, playing sports, being active in

	clubs on campus...whatever it is will make you a better person. These opportunities you take advantage of not only allow you to build your network and build relationships with people, but they help make your college career memorable and may help you direct your future in the right direction.
378	that school comes first
379	Stay on-campus and use them extra loans because it would help you get the best knowledge out of the university and resources to get a desirable job when you graduate; find balance between school and work.
380	Make sure the job does not interfere with you classes and try to have the job pertain to what you are studying
381	NA
382	Get a job that is involved in your field. It can only help you.
383	NA
384	NA
385	Take advantages of the extra activities that Niagara University provides to their students because without them I would be lost.
386	Do it. You will learn how to balance your life.
387	There are supervisors out there who are more than willing to work with students' schedules. If you find one, take the job even if it's just a couple hours a week. Experience is the best thing you can have when you graduate. Grades are a great selling point, but if you do not know what you are doing or how your industry really works, you will not succeed.
388	Participating in internships better prepares you for the real world. I feel confident that I am ready to start my career because of the 800 internship hours I was required to complete while studying.
389	Focus on your academics and involvements with clubs and organizations - you can always pay back the loans later. Meeting people in school is building that foundational network.
390	work PART TIME while youre still young
391	Network since freshman year, connections a very important. Do internships and have work experience.
392	I would advise other students to try and find a healthy balance between work and school. If you seem to be falling behind in school try and cut back on the work so you do not overwhelm ones self. and can do well in school
393	NA
394	NA
395	I would advise getting a job in your industry to gain as much experience as you can to make yourself marketable
396	While in college, students should try to find a part-time job in the field they plan on making a career out of. This will allow them to gain experience and decide if they really enjoy that field of work.
397	Defiantly work while in college but don't do too much if you can afford it. College experiences are just as valuable as work experience.
398	Make time for your studies, you may need to pay bills but you wont be able to repeat your courses.
399	NA

400	Be sure to manage you time properly. If you are a student who is highly involved in school activities it may be harder to balance school work and social obligations.
401	Best decision to relate to your studies if done correctly. Must have the wanting to succeed in your field and have the drive to make yourself better or you'll just be average.
402	I would let them know that its not easy, but it is possible. Only do it if you absolutely need to,
403	It can sometimes be overwhelming to work and go to school, you just have to manage your time well and be organized.
404	Create a balance in your life. It can be overwhelming when you try to do it all. Especially when you have a family it can be a lot for anyone. Take you time and build from there. It would be great to start part-time and work from there.
405	It is very beneficial because you can manage your time more efficiently while gaining positive experiences. During the semesters where I am more busy with internships, work, etc. my grades are typically higher because I can manage my time more.
406	Do what you can while understanding how far you can stretch yourself
407	Do it. Period.
408	If you want to succeed in the hotel/restaurant industry you definitely should be working while attending school. This is an industry where you have to be able to work hard and juggle many things at once. If you cannot handle attending school and working, then it is probably not the industry for you.
409	Take risks, get ahead of the game, do something you love to do
410	time management is the key
411	NA
412	get tough, quick.
413	Do not bite off more than you can chew. Or just do your best to keep up with everything.
414	If can't work, do volunteer. Build up your network!
415	NA
416	NA
417	Do not work freshmen year. Use your free time to make friends so you don't miss home and want to leave. Only work when you have a low level of stress and can handle both work and school.
418	Make sure it is something you can learn from and not stand around.
419	Be prepared to take on the work load. It is extremely difficult to balance the two and achieve the results you want.
420	NA
421	make sure you have the time to work 40 hours and 40 hours at work. you will have no time for anything else, so make sure this is what you want and understand what you are asking for.
422	Make sure you manage your time well and only take on a job that will not require you to work long hours and on holidays (which is most hospitality jobs)
423	Further clarification as to the differences between 'work' and 'internships' are needed. If you are working because of financial obligations I would suggest

	minimizing it as much as possible and pursue industry-related internship experiences although they may be unpaid.
424	Do what you have to do. Its ok if it takes you an extra semester, take less of a course load to be able to pay bills and enjoy spending money.
425	NA
426	Gaining work experience while in a hospitality program is crucial for those who want to advance into managerial roles in the future.
427	DO INTERNSHIPS!! Try out a lot of different internships so that you can really grasp where your interests are. If you do not like one, try another. If you like one, explore other similar positions.
428	My advice is to make sure your job can work around your school schedule!
429	Do it, even if it is just to gain more disposable income. Any work experience can be positive and assist in more industry knowledge.
430	Keep every thing balances
431	Balance your work, school work, and personnel life. At times I can get burnt out because I didn't pace myself, which led to a couple of missed assignments.
432	Develop great time management skills
433	Just try your best to get a job in your field of study, it will help you in the long run.
434	NA
435	only work if you know you can handle it while taking full time classes; if you start feeling overwhelmed then work fewer hours.
436	Find an employer who will try to work with your schedule.
437	NA
438	NA
439	NA
440	Just remember school comes first and not to let your boss make you work more than you can handle.
441	Balance.
442	NA
443	not to do it. its way too much
444	I understand that sometimes it is difficult to find a job in college that works around your busy schedule, but if you are able do your best to try and find a job that relates to your area of study, or at least something in the hospitality industry. Even if it isn't directly in the field you are looking to going into, it really helps you in your job search when employers see that you have any kind of experience in the hospitality industry.
445	I didn't feel like I was learning anything in my classes, if I hadn't done my internships I would have graduated with less knowledge than I had gone in with.
446	Get real job expirience, not just a degree
447	NA
448	consider only working part time if financially you can afford too/ give yourself at least one full day that you are not obligated to do something / not having at least one day to yourself is very stressful

449	While time management is difficult when working & attending college, the amount of experience its given me is invaluable. Definitely consider working, (especially in a job within your major/area of focus), during your junior/senior year(s). It helps you prepare for the real world and become more responsible.
450	To find a job that will not stress you out while in school and to gain as much experience as you can.
451	NA
452	NA
453	To work someone that would be flexible with your schedule, like the University, but volunteer to gain experience at hospitality related events when you're free.
454	NA
455	Do it. You learn a lot and it makes you a harder worker and more appreciative of the things you have. But to choose a job that supports you going to school and understands your priorities.
456	Make sure you can manage your time correctly and don't work more hours than you need to. Education always comes first so make sure you are always on top of your school work.
457	Be careful, you can cause yourself to have lower grades and not participate as much in extracurricular activities. Doing the extra activities while in college are what are the most fun. You get to meet so many new people. And establish lasting friendships.
458	NA
459	NA
460	You are in school to obtain knowledge and complete course requirements. This is your first priority. Work is secondary. Many students forget the primary reason for enrollment and suffer from poor time management balancing employers' desires and a students first job/priority.
461	NA
462	Try to find work most closely with what desired field you are intending to graduate towards.
463	If a person decides to work while in college it is important to commit to the job and do the best one can at work. It is vital to set one's priorities, be it school or work or both, and stick with that giving 100% of one's effort to each activity. The ability to maintain the balance between work and school is probably one of the most important things one has to learn. One should apply the utmost effort to succeed both academically and professionally and not let work adversely affect the studies and vice versa.
464	Choose a job that will be flexible and understanding of your school schedule and responsibilities. A job that will understand if you need a day off simply to catch up.
465	NA
466	If your work impedes on the potential to get the highest grade possible for your academic standards, think twice, and carefully consider it. There are always other options out there.
467	Only work 15 hours a week. That is a good number to make a little money

	while not conflicting with school.
468	make sure to keep things organized
469	Remember, coursework gets the degree, not your current salary.
470	Take the early morning shifts at work. While it may seem crazy to be at work at 5:30 AM, you get in an entire day's shift before noon. Then you still have the rest of your day to have classes and extracurriculars. I hope this will also be a great way for me to adjust to working early mornings after graduating college.
471	If you are going to work while in college, set priorities for what you need to get done. Whether it be having several calendars around you or making notes of whats due. While working and going to school you have different priorities, so I would make sure to use the time you have wisely and try to not procrastinate on homework, projects etc. Also if you have time off from work and have finished most of your school work , dont be afraid to enjoy some of the activites the campus provides.
472	Get a job that will help you in your career, so that you can advance in your career faster after graduation because you will already have related experience
473	NA
474	I believe it is good to work while in college, it helps you prepare for the real world, and I believe it makes people more responsible, but you don't want to work so much that you can't keep up with your school work. Students go to college to graduate, not to just work at a job in between.
475	Work as much as you can. Get to know your professors no matter who they are. Remember everything because the materials you go through will be your future work handbook.
476	I feel that working in college was the best thing i could have done. It really helped me decide that i was going in the right direction regarding my major. I learned a lot while working in the field and I was more interested in what I was learning in school since I had somewhat of an idea.
477	NA
478	Try to find a job that will benefit your future whether it is an internship, or a job that will offer great skills for the employees to acquire,
479	NA
480	While in college, obtain jobs that are in your field of study-it helps you understand the classes more and toucan practice what you're learning at the same time which can benefit you in school
481	The only time you will find success before work is in the dictionary. thats all
482	Do not do more than you can handle but definitely apply to work at least part time in order to get experience in then hospitality industry and to obtain great networks.
483	Work , just try not to work in a dead end job..
484	If you can work get the experience you need don't just stay at one job during the whole college experience but move around. Don't try to handle too much or you will get very stressed especially in the last year.
485	work part time not full time
486	Focus on academics and network
487	Make sure you are not taking too many hours if you plan on working.

488	It is great to get as much work experience as possible. It will help you with having more opportunities for jobs once you graduate.
489	NA
490	Make sure you are able to balance both work and school.
491	NA
492	its important but school is more important
493	It is a great way to manage time. If you start to feel overwhelmed slow down with work until you can be confident in your skills to manage your time to the best of your abilities.
494	As long as you are confident you can balance work and school, go for it. Working while in school is a great way to advance in your career, meet new people, and make extra money.
495	be sure to set aside time to study and plan classes according to work schedule or vice versus
496	NA
497	It is well worth it, but don't let it take over your school and overall college experience.
498	NA
499	NA
500	I would recommend working while in school. It helps you grow up and learn responsibilities. It teaches the importance of hard work and makes you feel better about yourself.
501	Start working sophomore year, maybe only a few hours a week, get internships, just get lots of experience, it will make it much easier to decide what exactly you want to do.
502	I would tell them that this is a time to experience different aspects of their future industry. Take these four years to find where you fit in best and in what industry. This may mean volunteering and working a lot of different jobs, but I think that is okay since you are also figuring everything else out during this time. Be adventurous and eager to try new job opportunities.
503	working is great so is involving try balancing both because they are so important...work id say is more important in our field though
504	Do it. They can't teach you everything you will need to know in a college course. The best way to get experience is to get out and learn it for yourself.
505	If you have to work you have to work. I feel like teachers don't understand that most students are paying their own way through college and its hard to balance work and school and try to have a life on the side. All i can say is good luck to them
506	Keep a planner and always stay on task. Don't procrastinate or you will literally stress yourself out. Take your downtime at work (if youre allowed) and do some of your school work. Make sure you ask off when you know you are going to have to study for a test.
507	NA
508	NA
509	Do it! it is the best opportunity to lead you to your future after college
510	Work in the field you are interested in. Do the work it takes and network as

	much as possible.
511	This is your opportunity to explore different areas of your field of interest and figure out what you want to do. Try working in different aspects of your field.
512	NA
513	NA
514	Develop a system that works for you and lays out your priorities clearly. Keep in mind your end goals but also keep things in perspective and maximize your college experience.
515	It is a great idea, it gives you experience and helps you network with many people
516	Work Work Work in All aspects
517	NA
518	talk with managers before you schedule classes so that you can minimize classes conflicting with work.
519	Try to find a job where you can learn many different aspects of the industry, not just how to do your particular job. I was employed by a woman who let me help with laundry/housekeeping, front desk and breakfast bar, so I feel like I've gained more from this job than I would have if I was employed elsewhere, where I would have only learned to do one of those jobs.
520	I would say always remember school comes first. It's all about time management. Planning is very crucial when your busy and it will help you to be less stressed.
521	I would always consider working at least a few hours a week whether it is extra spending money or to pay bills. It keeps you active and helps with your time management.
522	Do it. Being able to balance school, extra-curriculars, and work will show any potential employer that you have the skills and ability to be able to work efficiently and effectively. Even if you do not have a 4.0 GPA, showing that you can keep your grades up while having other commitments will tell the employer that you are well rounded. Being well rounded (as in being involved on campus while doing school and work) will look MUCH better to an employer than having a 4.0 GPA and not being involved or working.
523	take internships over the summer and if possible and/or reasonable, work during school
524	Stay on top of things, don't procrastinate and wait til the last minute to do something. Both work and school are very time consuming so learn to balance the two in order to possibly make room for social activities. Also don't forget eventhough work and school may give a feeling of being overwhelmed social activities are a must, when the opportunity arises.
525	Find a job on campus because they will be able to be more flexible with your work schedule.
526	NA
527	Perfect time management
528	Find a work place that is understanding that college comes first, that is supportive and willing to work with your schedule.
529	work in the field that you are going into if you can. Look for someone to be

	your mentor for your career. IF you work just for spending money learn how to save and budget your money.
530	NA
531	NA
532	NA
533	It is very helpful to save money while you can, if you can juggle both work and school, go for it.
534	Consider your choices and remember why you moved and came to college. Do not sacrifice any school for work.
535	I would say that it is one of the best decisions you will make during your academic career. I have learned a great deal from working and gained experience you simply can't in the classroom. Aside from this, nearly all of my close friends are people I met at work and I can't imagine not having these relationships. My manager knew I was interested in hospitality as a career, and gave me a great position within the restaurant. Nevertheless, I still had to prove I was a good worker and wanted to work. Even though I don't want to go exclusively into restaurants once I graduate, I don't let that show while I'm at work.
536	know how to balance both so academics don't suffer
537	make sure you can balance the work load and coursework, your academics is more important then work, choose a job in your field of interest because it will give you experience and an idea of what it's like before you graduate (some realize what they were interested in isn't an interest anymore after working in the field)
538	NA
539	Do not work too many hours.
540	School comes first
541	Employers these days don't care nearly as much about what classes you took. They want to know what experience you have. It is essential to come out of college with some type of experience, or you will be way behind.
542	NA
543	NA
544	Save up as much as you can so that you do not have to work during your senior year and you can enjoy school.
545	get a white board or a calendar
546	NA
547	Be focused... Working while in school is almost a priveledge, so learn to balance your life
548	It is good to work in hotel and experience in different departments. It can help you understand departments well and help you know which department you are suit for.
549	Make sure your boss understands that school comes first and limit spending money.
550	It's a great decision if you can balance the load to help get a start in the industry
551	I would advise them to work part time and go to school part time so that way they give equal attention to both and are able to participate in one

	extracurricular activity and be well-rounded.
552	NA
553	protect your rights while working and do not forget the courses
554	NA
555	NA
556	NA
557	Be realistic and learn how to manage time. Working and attending school is a balancing act and you have to accept that you may not excel in both. Decide which is more important towards fulfilling your goals and excel at that choice.
558	NA
559	no
560	BALANCE!
561	I would encourage them to do it because it is important to have some experience after you finish school, it helps your resume and most interview questions are behavioral so you need to answer the questions based on your prior experiences.
562	do not always focus on small things, like a hotel or a restuarant, try to learn more about the industry, or even other career-unrelated things like art, literature, and history. I feel American students are too focused on work which surprised me a lot. But i can understand because most of them are in debt and they have to be focus on their jobs to earn money.
563	Take the hours you are in school and multiply that by 3, based off that you should see just how much work you can get away with. I was doing 16 hours in a semester, that is 48 hours a week, and working 20 hours a week, so that is 68 hours a week I was busy and doing school and work, not even counting time I needed to study and do homework. It was hard, but do-able
564	Get a job that is geared towards your major
565	I would say go for it working and going to school is a wonderful experience.
566	NA
567	NA
568	NA
569	Work in real hotels as senior-level in high-end hotel instead of waiters or waitress, you will learn more.
570	NA
571	It can be hard, but as long as you have no other time commitments it is possible.
572	I would advise other students to get a job even if money is not a factor because it will give you an extra edge on competitors in your industry.
573	NA
574	NA
575	Balancing your work is hard but learn how to manage time
576	NA
577	It makes you have a more balanced life and become more responsible and committed to something.
578	If you are in a hospitality program, I would suggest working in the hospitality industry during college. I am graduating with a degree and I am having a hard time find a job because I do not have experience. In the hospitality industry

	experience is just as important as a degree.
579	NA
580	If you can afford not to work while in school, don't. It takes away from schoolwork, extra curricular activities and socialization in general. I missed a lot of volunteering opportunities and social activities because I was working.
581	time management and learning to prioritize academia and internship experience instead of stretching yourself too thin with extracurricular activities that will not advance/help your career
582	school must come first.
583	Do it. It helps earn money and good work ethics. You learn how to communicate and work with a whole bunch of different people who you may have to deal with in the hospitality industry some day. Don't be discouraged, like me, if a job is not readily available for you. Keep working hard and push to your goal in the real world.
584	that it is very important but you must have good time management skills.
585	Focus on what is more important for your long-term goals than short-term goals.
586	NA
587	I would say don't replace homework time with work time. Work in the library where you can do your homework
588	I think its a good idea to start learning about time management and juggling school and work is a great way to do this. However, if work is taking over your time and taking away from your education, maybe some hours should be cut back at work.
589	I would suggest it because it is great experience and insight into different industries. I was lucky enough to have bosses and managers that understood I was in college and they were more lenient about allowing me to take certain days off or do school work when it wasn't busy.
590	NA
591	Make sure you keep very organized and motivated.
592	I would suggest it, if you think you can handle it. It's a great feeling knowing your making money, gaining experience and going to school to get an education all at the same time. You're only young once so do everything you can to make it worth while. Of course, it's not easy, but no one said it would be. "Apply yourself both now and in the next life. Without effort, you cannot be prosperous. Though the land be good, You cannot have an abundant crop without cultivation."-Plato
593	To take advantage of the opportunities available, even if they are not the most desirable, any experience in the hospitality industry is a benefit.
594	I only did it for one semester of my bachelors and it is difficult. Make sure that you set aside a time that you are not working to get your school work done.
595	I would advise them to make sure that the hours they work will not ruin the work-life balance that they have. College may be about learning and exceeding expectations, but one also needs to learn to to balance their work and life harmoniously.
596	NA

597	Do it . It helps understand class , it helps with motivation , and can land you a job right after graduation .
598	NA
599	Find your balance! Find something in your future field of work, somewhere you enjoy being. Keep in mind how important education is.
600	NA
601	NA
602	NA
603	Time management is essential, organization, and your supervisor will understand if you can't work extra because of school, you just have to be confident and tell them what time you have to work with.
604	NA
605	Don't work too many hours.
606	it will give them an advantage above other students who are graduating only with internships. Employers like to see minimal to no employment gaps.
607	A great way to gain knowledge about the industry one is studying to become apart of, but if one does not have to work full time he or she should not. From working so much to pay for school I have missed out on a lot of opportunities, both academic and social.
608	Try and find a balance in how much you work and your college life. Work hard but have fun
609	Try to choose your job wisely. Go ahead and start somewhere on the bottom of your chosen field so by the time you graduate you will have had enough experience in that field to begin climbing the corporate ladder.
610	NA
611	NA
612	Money isn't everything, concentrate on school work as much as possible.
613	NA
614	Work while in college, see what is out there and whether or not you like it.
615	NA
616	Network, network, network
617	Do it and network! Learn the gift of gab!
618	DO IT! It helps to have the experience and will make it easier to find a job after graduation but remember that your main job should be school and homework.
619	Take these courses to heart and make your money worth; its not worth failing a class because work was more important (if so, forget about paying a premium for a good education/ degree). In the end, the knowledge gained as a whole is worth the price.
620	remaining part time; that way you have days for school and days for work. It starts getting really difficult to balance when you're doing both on the same day for consecutive days
621	NA
622	I would definitely learn how to manage your time and make sure that school comes before working because you are spending so much money to get an education.

623	make sure your course load is a little less than a normal term. talk with your employer to make sure they understand your schedule, and when your breaks/final exams/ tests/ or big project weeks are, so they can help you with scheduled at work
624	Make sure you can handle work and school work or a job will be unenjoyable and grades will suffer.
625	NA
626	Do not take on so much that it affects your school work. jobs are nice to have but school comes first no matter what. You are here to get your degree and everything else is an extra bonus in your life.
627	NA
628	Know how to deal with time management and take advantage of working with businesses that will help you learn about the specific duties of your dream job.
629	I would advise future students to only work during breaks especially if the money is not needed, because it can take you away from valuable time to do your school work.
630	Save money when your not in school because when you are in school you could miss out on things that you could be doing instead of working.
631	In the hospitality industry work experience is key to gaining a basic understanding of the field. I feel that every student should work part time to build basic understanding in the industry. I would also caution about working too much because of how much it limits interaction with your fellow students.
632	Be aware that it harder to move up the ladder
633	Stay on top of your school work, and dont overwork yourself
634	Focus on managing your time. School should be a priority along with work so try to create some balance.
635	It's a good way to learn how to balance time money and a social life.
636	NA
637	NA
638	Be sure to choose a position that is willing to work around your class schedule, make your coursework your priority b/c you can quickly get burned out in the industry from working so much. You lose the experience of being a college student if you don't choose YOU first.
639	Time management is key
640	get a job that does not have too many responsibilities
641	dont take on too much! figure out what you can handle and then change the work load in accordance.
642	Cimmunication skills
643	Make sure you register in a way so that it will not be difficult to obtain an easy work schedule.
644	NA
645	Have rich parents!
646	I would work as much as you can in the summer in a hospitality related field as well as continue working throughout the year. I would try different types of jobs and internships to make sure you have made the right choice and what you like best in the field

647	NA
648	NA
649	NA
650	Time management and to understand that you may miss out on a few things but it is well worth it.
651 - 672	NA
673	If you really need the money and have time with your school schedule then I would have a part-time job. I focused more on my studies without having a job.
674 - 695	NA
695	Do it
696 - 717	NA
NA = not answered by respondent	