

**Unit 8:**  
**Career Advancement and Getting Ready for the**  
**Interview**

**Hotel TEACH Lesson Plan**  
**Unit 8, Lesson 1**

**Career Exploration**

**Objectives**

Sts identify a next job that best fits their experience and interests in order to start building a career ladder.

EFF Skill Sets addressed	<b>Learn Through Research:</b> Use multiple lines of inquiry to collect information.
Industry Skill Sets addressed	<b>Learn, Develop, Adapt to Change</b>

**Activity 1: Identifying Hospitality Careers**

T tells Sts that they will be identifying hospitality careers to start building their career ladder. T asks Sts:

- What is a career ladder?*
- Do you think about your job as a career?*

In small groups, Sts brainstorm different jobs in the hospitality that they find interesting and come up with their “Next Career Step.” On Handout 1, individually fill in questions 1 to 3. When ready, Sts report their “Next Career Step” to their group. T asks Sts to share examples of their next jobs, for example:

- Assistant Housekeeping Manager** (some ideas of responsibilities)
- Supervise work activities of cleaning personnel.
  - Assign duties.
  - Take inventories.
  - Train new employees.

T asks the class to help her think of a strategy for the following:

- I have never taken inventories before or trained new employees. What could I say if the interviewer asked me about those skills?*
- You could think of other times when you did those things, maybe for a volunteer organization, and use those as examples.

T then has Sts individually think about the skills they will need for their “Next Career Step” and what skills they use in other areas of their life that relate to career advancement.

Sts then go to the following website to complete their worksheets, [www.nycareerzone.org](http://www.nycareerzone.org).

Enter the Career Resources section, and do a search on their next job. Sts will add any missed job skills and see if they will need more training.

**Activity 2: Researching Career Advancement**

In the computer lab, T passes out Handout 2 and asks Sts to research the questions on their company website or Career Voyages website (see

Teacher Tips). Sts log on to the following website to watch a video on the job that interests them.

**Questions 1-4:**

Enter the site by going here:

<http://www.careervoyages.gov/index.cfm>

Click on Hospitality

Click on Career Videos

**Question 5:**

Sts go to the following site for hospitality jobs in the U.S. and international:

[www.nyshta.org](http://www.nyshta.org)

Click on Job Bank

Choose your career from either

Management Categories

or

Non-management Categories

Select Location: New York, New York City

**Question 6:**

Sts do this question for homework.

**Activity 3: Present Hospitality Jobs to the Class**

Sts use their completed worksheet as an outline to help them as they present their findings to the class. Sts offer ideas on how to get started in their job search or suggest networking contacts.

**Extension Activity**

- 1) Sts identify people at their hotel who can help them get into training programs and research training programs at the American Job Bank at <http://www.ajb.org/> and, for New York State use, <http://www.nyshta.org>, or have Sts do a search for Hospitality in their state. Sts report back to the class what they've found. Class discusses networking successful strategies.

**Teacher Tips**

Most companies have their own websites that list career opportunities. For Activity 2, use that site if you are teaching incumbent students at a hotel with a website. If students are from smaller hotels, follow the lesson using the Career Voyages website.

Invite people from human resources at the hotel to speak to the class on next career moves and answer specific questions about opportunities.

The videos at the American Hotel and Lodging Association site supply all the information you need when exploring a job: what the work entails,

the types of people that are good for the job, the salary, and the training and job skills used. They are also short and concise and make a good example for the presentation part of the lesson.

Non-incumbents or Sts who are not sure what careers are good for them can do a career interest survey by going to this site:

<http://www.labor.state.ny.us/>

They will then click on Job Zone. At the Job Zone, they will need to create a user name and password. Once inside, they can click on “Career Interests.” It is a 16-page survey that they will take to determine if they are realistic, conventional, social, investigative, artistic or enterprising. There is also a “Work Values Survey,” which will help Sts better understand what their priorities are when it comes to work. Sts who know their desired occupation may do further research on what skills are needed for the job by taking the “Skills Survey.”

Unit 8, Lesson 1: Handout 1

*My Next Job in Hospitality — Preliminary Ideas*

1) What is the job?

2) What skills does this job require?

3) What experience do you have?

4) What skills do you have that are transferable?

(For example: **Job Skill:** Use a computer to check in guests / **Transferable Skill:** Used a database at a secretarial job in Colombia)

Job Skills	Transferable Skills

5) Will you need extra training for this position?

Unit 8, Lesson 1: Handout 2

*Career Advancement Worksheet*

1) What is the job?

2) What job skills are needed?

3) What training is needed?

4) What are the salary and benefits?

5) What jobs are available in NYC?

6) Why is it a good career choice for you?

**Hotel TEACH Lesson Plan**  
**Unit 8, Lesson 2**

**Résumés, Part 1**

**Objective:** To create a résumé in Microsoft Word

EFF Skill Sets addressed	<b>Convey Ideas in Writing:</b> Organize and present information to serve the purpose, context and audience.
Industry Skill Sets addressed	<b>Attend to Detail</b>

**Activity 1: Filling Out the Résumé Skeleton**

T prepares Sts on résumé writing by handing out a hard copy of the résumé. Sts need to write in their name, address, phone number, e-mail address, company names, years they worked and job title, and complete the education section. Sts need to bring this information to computer lab the next day in order to start their résumés.

T sends each St a résumé format document to his/her e-mail address. (This is optional. T could also put the format on a disk and give to Sts.) Sts open their e-mail letter and download the résumé format to their desktop. Here is a sample of instructions for the e-mail:

T tells Sts to:

- 1) Save résumé document to the desktop.
- 2) Do a “save as” *Résumé: Your Name*.
- 3) Fill in the following sections only:
  - Contact Information: *name, address, phone, e-mail*
  - Work History: *company names, years worked, job title*
  - Education Section: *years, schools, course of study, degrees*
- 4) E-mail résumé to T as an attachment.

T then prints out résumés and adds any corrections or comments before next computer lab.

**Activity 2: Filling out job skills sections for each job**

T asks Sts to go to the website

[www.nycareerzone.org](http://www.nycareerzone.org)

and do a search on their current job. Sts take notes on skills that are listed under their jobs and write these tasks on their résumé skeleton under their past jobs.

### **Activity 3**

T passes out Job Skills Worksheet (see Handout 2) and asks one St to read the paragraph. T then asks what the job title is and writes it on the board. Sts tell her what their job titles are, and she lists them on the board, too. (This is to double-check that on their résumés they have their positions or titles listed correctly.)

In pairs, Sts find the job skills and report back. T asks Sts the following questions:

- Is the example about a current job or a past job? Past
- In order to list the job skills, we will use verbs after each bullet point. In this example, what verb tense will we use? Past

T writes on board, keeping verbs in past tense:

#### **housekeeper**

- was responsible for cleaning 14 rooms a day according to hotel specifications.
- trained new employees.
- used industry standard cleaning products and equipment.
- explained directions clearly.
- showed the new employees how to do the work step by step.
- paid attention to detail and used problem-solving skills when interacting with guests, co-workers and supervisors.

T then capitalizes each verb so the final list looks like this:

#### **Housekeeper**

- Was responsible for cleaning 14 rooms a day according to hotel specifications.
- Trained new employees.
- Used industry standard cleaning products and equipment.
- Explained directions clearly.
- Showed the new employees how to do the work step by step.
- Paid attention to detail and used problem-solving skills when interacting with guests, co-workers and supervisors.

T asks Sts to notice that the list includes not only job skills, such as using industry standard cleaning products, but also interpersonal skills, such as training new employees. T asks Sts which skill would be a “hard” skill and which one a “soft” skill. T has Sts brainstorm their own hard and soft job skills in groups and then report back to the class. T writes a list of examples of each on the board under “Hard Skills” and “Soft Skills.” T then asks Sts:

- Why are soft skills important to employers?
- What are some other soft skills we’ve talked about in the course?
- If you were an employer, what would you look for in an employee?
- Can you guess the top ten qualities an employer looks for?

T writes up the Sts’ answers on the board and passes out Handout 3 on “Top 10 Qualities Employers Look For” and compares answers. Sts then work to add examples of their own soft skills.

Communication Skills: Bilingual in Spanish and English; explain instructions clearly; type 60 words a minute, etc.

#### **Activity 4: Including everyday skills and completing résumé**

Sts review their résumés to see what soft skills they've included under their past jobs. If they don't have any soft skills listed, they will need to add some from Handout 3.

For example,

- Explain instructions clearly on how to operate machinery safely.
- Train new employees on correct check in procedures.

Finally, T asks Sts to review their résumés with their partner to see if it contains some soft skills under their work experience. For example, shows teamwork (*work as part of a team to ensure all banquet preparations are ready for each event*), interpersonal skills (*train new employees*), computer skills (*knowledge of basic computer skills*).

#### **Teacher Notes**

- If Sts want to stay within a similar area — for example, move to housekeeping manager from room attendant or to sous chef from cook — then they may use the following:

**Position:** Cook

It depends on their work experience. If they want to go to front desk but all their experience is in housekeeping, it doesn't make sense on the résumé. Here is an example of a general objective:

**Objective:** To obtain a challenging position that will allow me to use my skills and experience.

If they are changing areas, remind Sts the importance of the cover letter in how to explain their move.

Another website for Activity 2 is <http://online.onetcenter.org/>  
Sts search their job position and desired next job in order to identify appropriate transferable skills to include on their résumé.

Unit 8, Lesson 2: Handout 1

Name  
Address  
City, State Zip Code  
(XXX) XXX-XXXX  
E-mail Address

**Objective:** Optional

**Experience:**

Year – Year                      Company Name City, State  
**Title**  
•  
•  
•  
•

Year – Year                      Company Name City, State  
**Title**  
•  
•  
•  
•

Year – Year                      Company Name City, State  
**Title**  
•  
•  
•  
•

Education

Year – Year                      School Name City, State  
Awards

*References Available Upon Request*

**Job Skills Worksheet**  
**Your Résumé – Job Skills**

**Skills: Talk about your responsibilities at work.**

**Example:**

At my last job, as a housekeeper, I was responsible for cleaning 14 rooms a day according to hotel specifications. I also trained new employees and used state-of-the-art cleaning products and equipment. I had to explain directions clearly and show the new employees how to do the work step by step. I had to pay attention to detail and use my problem-solving skills when interacting with guests, co-workers and supervisors.

**1) Circle the job title.**

**2) Underline the person's job skills.**

**Use this example as a model to fill in your own information:**

**Example: Current Job / Last Job:**

At my \_\_\_\_\_ job, as a \_\_\_\_\_, I \_\_\_\_\_. I also  
\_\_\_\_\_. I \_\_\_\_\_.  
I \_\_\_\_\_.

Unit 8, Lesson 2: Handout 3

[http://www.jobweb.com/Resumes\\_Interviews/resume\\_guide/comp.htm](http://www.jobweb.com/Resumes_Interviews/resume_guide/comp.htm)

<b>Top 10 Qualities Employers Seek</b>	<b>My Example</b>
1. Communication skills (verbal and written)	
2. Honesty/integrity	
3. Teamwork skills (works well with others)	
4. Interpersonal skills (relates well to others)	
5. Motivation/initiative	
6. Strong work ethic	
7. Analytical skills	
8. Flexibility/adaptability	
9. Computer skills	
10. Organizational skills	

**Hotel TEACH Lesson Plan**  
**Unit 8, Lesson 2A**

**Creating a Résumé, Part 2**

**Objective:**

Sts analyze résumés for best formatting.

EFF Skill Sets addressed	<b>Read with Understanding:</b> Monitor comprehension and adjust reading strategies. <b>Reflect and Evaluate:</b> Take stock of where one is: assess what one knows already and the relevance of that knowledge.
Industry Skill Sets addressed	<b>Attend to Detail</b> <b>Work Independently</b>

**Activity 1: Compare & Contrast Résumés**

T stands in the front of the class and holds up two résumés (see résumé Handouts 1 and 2) and asks them, without reading anything, which résumé they prefer. T asks them why they prefer one to another. Some might say Arturo’s résumé is more balanced or seems to have more information. T asks Sts to notice the layout or the white area compared with the text area and points out that it should be attractive to the eye.

T then passes out a copy of each résumé and asks Sts to take a few minutes, in groups, to look at the résumés and select the one that looks the most professional. Sts report back and give reasons why the one they chose looks the most professional. T may use guiding questions such as:

- Is it easy to read?
- Is it organized?
- Is the contact information accurate?
- Would you want to call this person in for an interview?

**Activity 2**

With Sts in pairs, one St will be Ida and the other will help her improve her résumé. Sts need to check each item and see what is missing or explain to Ida how she can organize her work experience better. T asks Sts to work on errors in pairs and come up with suggestions for change — for example:

- The e-mail address, [cuteone@yahoo.com](mailto:cuteone@yahoo.com), is not professional.
- The job experiences should be listed in the same format.
- Action verbs need to be used for the job skills.
- Using “responsible” + gerund to talk about job skills  
*Responsible for assigning room service orders to waiters.*

T listens in and offers help if needed. T then asks Sts to report back on the changes Ida needs to make. T then reminds Sts that the résumé is an ongoing document, and they will have to edit their own in the future, and she asks Sts to look at their résumés.

What sections will you need to update?

### **Activity 3**

Class brainstorms a résumé checklist to identify areas they should check on their résumés, and T writes these on the board (some suggestions):

- Dates
- Spelling
- Format (consistent formatting — for jobs, education, etc.)
- Tenses/structure
- Capitalization
- Missing information

With partners, Sts exchange résumés and use checklist to go over résumés and give feedback. T asks class:

Why is it important to make sure your contact information is correct and your answering machine works?

Why do you need to update your résumé and work dates?

### **Teacher Tips**

For non-incumbent Sts, most community colleges have career resources and handbooks available. Ask for latest editions. For incumbents who are looking to advance, have Sts ask their human resources department for advice on updating résumés.

Unit 8, Lesson 2A: Handout 1

**Ida Smith**

Phone 123.4567

E-mail: [cuteone@yahoo.com](mailto:cuteone@yahoo.com)

Age: 25

Marital Status: Single

Education:

LaGuardia Community College, CUNY, NY

Business Administration, Sept. 2002

**Relevant Experience:**

LaGuardia Community College, Queens, New York

Data Entry/Assistant

- Data entry
- Watched work study students
- Dealt with mail
- Payroll filing system
- In charge of time sheets

Rita's Salon, Woodhaven,

Cashier, 6/99–1/01

Worked at front desk, talked with customers, answered phones and helped out around the salon.

Company International, Brooklyn, NY

Salesperson, 4/98–3/99

Worked in warehouse, filling orders.

New York, NY

Election Day Volunteer

- Monitored polls on election day

Skills:

- Microsoft Word, Excel, Access: Bilingual English/Spanish
- Strong organizational and interpersonal skills

## Unit 8, Lesson 2A: Handout 2

### **Arturo Mejia**

23-44 Broadway, Apt 2G  
Long Island City, NY 11106  
(718) 733-0800  
arturomejia@yahoo.com

**Position:** Sous Chef

**Experience:**

Nov. 2002 – Present

Sheraton Manhattan, New York, NY

**Tournant**

- Responsible for preparation, service, quality and presentation of breakfast, including buffet and à la carte
- Qualified to run the preparation, service, quality and presentation of grill, sauté and salad stations
- Pay attention to detail and use problem-solving skills in all aspects of food preparation
- Train new employees

July 1999 – Aug. 2002

Russian Tea Room, New York, NY

**Tournant**

- Responsible for preparation, production and presentation for the different stations
- In charge of production of mise-en-place for grill, sauté and fish stations
- Explained directions and showed new employees how to do work

Feb. 1997 – July 1999

Fire Bird, New York, NY

**Cook**

- In charge of production, quality and presentation of grill station
- Responsible for preparation, service, quality and presentation of Russian appetizers

Mar. 1995 – Feb. 1997

Capsouto Frères, New York, NY

**Cook**

- Responsible for service at salad station
- Worked directly with pastry chef
- Monitored the baking, mixing and finishing of breads and pastries

Jan. 1990 – Dec. 1994

Pepsi Cola, Lima, Peru

**Sales Representative**

- Provided excellent customer service, organized and monitored delivery of products
- 

**Education:**

1975–86

Hno Anselmo Maria High School, Lima, Peru  
Diploma

1990–92

Technical Institute, Lima, Peru  
Certificate in Computers

***References Available Upon Request***

**Hotel TEACH Lesson Plan  
Unit 8, Lesson 3**

**Filling Out an Online Application**

**Objectives:** Sts complete an online application.

<b>EFF Skill Sets addressed</b>	<b>Learn Through Research:</b> Use multiple lines of inquiry to collect information.
<b>Industry Skill Sets addressed</b>	<b>Attend to details</b>

**Activity 1: Creating a User Name & Password**

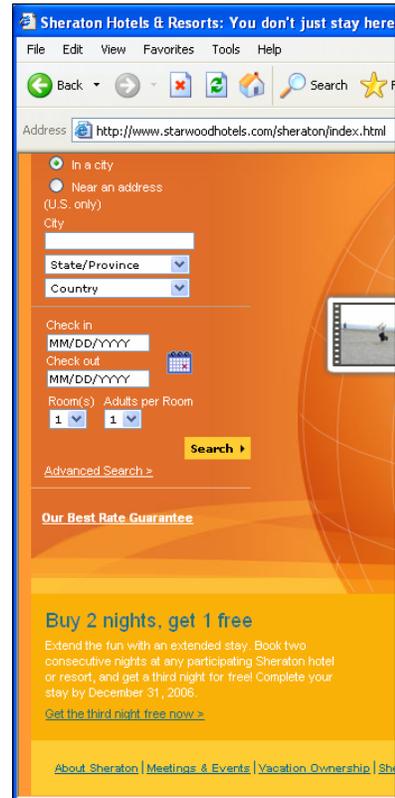
T asks Sts:

Why would employers want to have people apply online for jobs?

T tells Sts that they will do a sample online application at the following website:

<http://www.starwoodhotels.com/sheraton/index.html>

Scroll down to the bottom of the page and click on **About Sheraton**



Next, click on **Careers**



Then click on **Career Paths**, which will bring up the following window:

Sts then will do a geographical job search and look for a job in their area. In this example, search United States and you will see a screen like this; select **New York** (or whatever state the Sts want).

Click on **Search**.

**Belong** Hello and welcome to Our Global Neighborhood!  
Sign In

Special Offers Vacation Ideas Starwood Preferred Guest

### Job Search: North America

▼ Job Search

[Show Search Options](#)

Job Type: Function  
All

Geographic Location : City  
USA-New York – All

Organization: Category  
All

Keyword or Job Number Search

Search New Search

Then look for opening that qualify for on it. This is example of Cook ...

**Cook – 60016287**

**Job Description** Apply

**Description**  
Must be able to work all stations of the kitchen and have ability to prepare all standard food items featured on a fine dining menu. Adhere to control procedures for cost and quality and practice sanitation and safety to ensure total customer satisfaction. At least two years Hotel restaurant experience and the ability to meet proper sanitation standards (including holding and serving temperatures).

**Qualifications**  
Requires knowledge of food products and their standard recipes, proper preparation, sanitation and storage. Must have the ability to physically self-demonstrate culinary knowledge and techniques, i.e. cutting, cooking and basic recipe principles, plate presentation, safety and sanitation practices. Must be able to work a flexible shift, including weekends and holidays. Culinary degree or certificate preferred.

**Profile**

<b>Locations</b>	USA-NY-New York-Sheraton New York Hotel and Towers
<b>Organization</b>	Northeast US
<b>Schedule</b>	Full-time

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## **Activity 2: Registering for Starwood Online Applications**

Sts will have to register with Starwood. This application can be used for any of the Starwood properties, not just Sheraton.

T tells Sts to

- 1) Choose a user name.
- 2) Choose a password.
- 3) Write down this information in their notebook.
- 4) Provide a security question — for example, What is your favorite sports team? Where did you meet your spouse?
- 5) Type in the answer to the security question.

**Job Search: North America** [View All St](#)

### New User Registration

Please jot down your User Name and Password. You'll need them to access your information in the future.

Since it's so easy to remember, many applicants use their e-mail address as their User Name. (\*).

**Login Information**

You will need this information to access your account in the future.

User Name (at least 4 characters)\*

Password (at least 6 characters) (at least 6 characters)\*

Re-enter password\*

**Security Question**

Please provide a security question and its answer. This information will be used to

Next, Starwood wants to know where the St found out about the job. You may use this Company Website Starwood.com

Click on **Continue** ...

HOTELS & RESORTS Sign In Help Options

ervations Special Offers Vacation Ideas Starwood Preferred Guest

Job Search: North America View All Starwood Jobs

User Name: mthomsen Page 1 out of 9 Exit Help

Cook - 60016287

**Source Tracking**

Please indicate how you heard about this job. Select a Type of Source and click **Select**, then select a Specific Source and click **Continue**.

Type of Source\*  
Company Web Site Select

Specific Source\*  
starwood.com (or starwood.jobs)

Continue

Powered by Taleo

### **Activity 3: Filling Out the Application**

T passes out Handout 1 to the Sts. In pairs, Sts read over the questionnaire and, using a yellow marker, highlight the most important section of each question.

T explains vocabulary questions as needed (for example, “terminated,” “felony,” “crime”).

### **Activity 4: Completing Personal Information**

T passes out Handout 2 and writes the following question on the board:

What documents will you need to have to complete this section of the application?

Résumé, reference list, address book, etc.

T asks Sts to complete as much as they can in class and to add phone numbers or other missing information at home. T mingles to help with vocabulary questions.

### **Activity 5: Finishing the Application**

T asks Sts bring Handouts 1 and 2 to the computer lab, along with hard copies of their résumés, references and cover letter. Sts will also need a digital version of their résumés and cover letter for the job they want to apply for.

Sts work through the application, using their information that they've finished in class.

When it is complete, have Sts print out a copy of the final page of the application, which includes the job title and number.

### **Teacher Tips**

Work with Sts in the classroom to prepare for this activity. If the level of their computer skills is not high, it is best to have them ready with all the information they need before starting an online application such as a résumé, reference names and numbers, etc. Many sites time out after about an hour, and you must log in again or they invalidate an application that is not completed after 48 hours.

**Job Title:** \_\_\_\_\_

**Number:** \_\_\_\_\_

**Part 1: QUESTIONNAIRE**

**Directions:** Please answer the following questions by circling Yes or No

1. Will you now or in the future require sponsorship for employment visa status? \*

Yes

No

2. Any and all disputes related to this application for employment, employment with Starwood, or the termination of employment will be resolved solely and exclusively through binding arbitration. Both you and Starwood waive the right to have such disputes decided in court by a jury. Such arbitration will be pursuant to the rules of the American Arbitration Association. All offers of employment are contingent upon execution of a Mutual Agreement to Arbitrate. Do you agree? (You must answer "YES" to be considered.) \*

Yes

No

3. Are you over 18 years of age? \*

Yes

No

4. As a condition of employment, you may be required to submit to a drug screen in accordance with the requirements of any applicable federal, state, and/or local laws. If you fail the drug screen, you will be denied employment with Starwood. Are you willing to take a drug test? (You must answer "YES" to be considered.) \*

Yes

No

5. If hired, you will be required to submit verification of your legal right to work in the United States. Are you legally authorized to work in the United States? \*

Yes

No

6. I understand that the Company is not obligated to provide employment and that I am not obligated to accept employment. Nothing in this application, or in any prior or subsequent oral or written statement, is intended to create any contract of employment or to create any rights in the nature of a contract of employment, except as required

by applicable federal, state, and local law. This application does not bind either party for a specific period of time regarding employment. To be considered for a position, you must acknowledge and agree to this statement. Do you so acknowledge and agree? (You must answer “YES” to be considered.) \*

- Yes
- No

7. I understand that the Company is not obligated to provide employment and that I am not obligated to accept employment. Nothing in this application, or in any prior or subsequent oral or written statement, is intended to create any contract of employment or to create any rights in the nature of a contract of employment, except as required by applicable federal, state, and local law. This application does not bind either party for a specific period of time regarding employment. To be considered for a position, you must acknowledge and agree to this statement. Do you so acknowledge and agree? (You must answer “YES” to be considered.) \*

- Yes
- No

8. To gain employment from Starwood, you must certify that you are not subject to any restrictive covenants and/or obligations that would prevent you from fully performing your job with us. Do you certify that you are NOT currently bound to any such restrictive covenant or obligation? (You must answer “YES” to be considered.) \*

- Yes
- No

9. Have you been convicted of a non-juvenile felony crime in the past seven (7) years? In answering this question, you are not obligated to disclose sealed, annulled, dismissed, erased, or expunged convictions, convictions that have been statutorily eradicated, convictions that have been pardoned by the governor, and any convictions that were discharged under Georgia’s First Offender Program. An adult felony conviction will not necessarily be a bar to employment; rather, such information is only relevant in determining whether the conviction is directly related to the job for which you are applying. Failure to honestly answer this question will result in discontinued consideration of the application or termination of employment. \*

- Yes
- No

**Job Title:** \_\_\_\_\_  
**Number:** \_\_\_\_\_

**Part 2 – Completing Personal Information**

**Directions:** Complete the next four pages before going to the computer.

**Please complete the following information about yourself.**

Required fields are marked with an asterisk (\*).

**Personal Information**

First Name\*      Initial\*      Last Name\*

Please list other names under which you have worked:\*

Street Address (Line 1)\*

Street Address (Line 2)\*

City\*                      Zip/Postal Code\*

Country\*

[Select](#)

State/Province\*

[Select](#)

Region\*

E-mail Address\*

Home Phone Number\*    Mobile Number\*

Do you have reliable transportation to and from work?\*

Have you served in the United States or any other country's Armed Forces? \*

If yes, please indicate type of discharge and any special training or skills acquired.

Have you ever worked for Starwood?  
(Westin, Sheraton, Four Points, St. Regis, The Luxury Collection, Le Meridien and W Hotels)\*

If yes, please indicate location, position and dates of employment.\*

Have you applied with Starwood before?  
(Westin, Sheraton, Four Points, St. Regis, The Luxury Collection, Le Meridien and W Hotels)\*

If yes, please indicate location, position and date.\*

Have you ever been terminated or forced to resign from a position?\*

If yes, please explain.\*

Please indicate date of availability, and any days/times unavailable to work.\*

Please list address, landlord, and dates of residence for the past 7 years.\*

Do you have any friends or relatives who work for Starwood?

If so, please indicate who and where they are employed.\*

Has anyone recommended you for this position who currently works for Starwood? If so, please give their name.\*

On the previous page, if you indicated that you have been convicted of a non-juvenile felony crime, please provide information regarding the nature of the offense. An adult felony conviction will not necessarily bar you from employment.\*

**REFERENCES:**

**Please list 3 professional (work-related) references.  
If not applicable, please provide 3 personal references.**

**Reference 1:**

Name\*

Address\*

Occupation/Relationship\*

Contact Number\*

Years Known\* May we contact this reference?\*

**Reference 2:**

Name\*

Address\*

Occupation/Relationship\*

Contact Number\*

Years Known\* May we contact this reference?\*

**Reference 3:**

Name\*

Address\*

Occupation/Relationship\*

Contact Number\*

Years Known\* May we contact this reference?\*

Please explain any gaps in employment over the past 10 years.\*

**You may change your user name, password or security question by clicking Modify. do not want to modify this information, click Continue.**

User Name

Password

Security Question

Answer

**Please complete a minimum of three work experiences.**

**Please complete a minimum of three work experiences, beginning with the most recent. In a moment, you will also be able to upload a résumé/CV.**

- To specify an experience entry, click **Create Work Experience**.
- Please complete a minimum of three work experiences, beginning with the most[???

**Hotel TEACH Lesson Plan**  
**Unit 8, Lesson 4**

**Learning a New Skill**

**Objective:** To take full advantage of training.

EFF Skill Sets	<b>Observe Critically:</b> Determine the purpose for observation and use strategies appropriate to the purpose
Industry Skill Sets	<b>Attend to Detail</b>

**Activity 1**

T asks Sts the following question:

*Do you remember your first day on your job? If not, why don't you remember it?*  
(I don't remember my first day, I think because it was so busy and I was so nervous.)

*How did you survive your first day?*

Listened closely, took notes, paid attention to supervisor, asked questions, tried to stay calm.

*What are some strategies to help when you are being trained?*

Listen carefully, pay attention, watch everything, take notes, etc.

In small groups, Sts come up with some things to keep in mind while job training (for example):

- 1) Take notes.
- 2) Listen for important points and not unimportant stories.
- 3) Ask a question if something is not clear.
- 4) Watch carefully and not get distracted by other people.
- 5) Keep focused on what the trainer is saying.

**Activity 2**

T tells Sts that they will watch a video of a housekeeper being trained in safety procedures at a hotel. There will be three parts:

- 1) Tips for Safety
- 2) Pathogens/Hazardous Materials
- 3) Personal Physical Safety

T passes out a short quiz to see how much Sts know already. T gives Sts about 20 minutes to see what questions they know. T asks Sts:

*How many questions do you not know?*

Totals may vary, but the Sts may know more than half of the answers. T tells Sts:

Training often includes a review of what you already know.

### **Activity 3: Analyzing Usefulness of Information**

T asks Sts to take out a piece of paper so they can take notes while the video is played. T asks Sts:

*What helped you with the last activity?*

Remembering what I already knew about cleaning.

*What are you going to write in your notes?*

Important points that I may not know; as much as I possibly can so I don't forget ...

*Is it a good idea to write everything you hear?*

No; I may spend too much time writing and not listening or watching the trainer.

*How can you make sure you get the important points?*

Maybe the person will say something like "Don't forget" or "Remember this point ..."

At the end of the video, Sts exchange notes to see if their notes are similar. Did they get similar points? Are the notes organized?

T writes "Training Success" on the board and asks Sts to review the main points of taking notes or observing critically:

- 1) What do you already know?  
(What do you know about this training or first day at work already?)
- 2) Why is it important?  
(Learn the new job correctly.)
- 3) Watch and listen carefully.  
(Make sure you get all the information that is being given.)
- 4) What is important and what is not?  
(Thinking about what notes to take — what's most important?)
- 5) Ask questions to make sure you understand.  
(Exchanging notes with a classmate to check)

T asks Sts to keep these five points in mind when in job training, as they are part of the EFF standard, "Observe Critically." T asks Sts:

*What other standard does it remind you of?*

Active Listening

### **Activity 4**

In computer lab, T divides class into pairs, and each pair is assigned the same video from <http://www.careervoyages.gov/hospitality-videos.cfm>. For example, one pair watches "Baggage Porters & Bellhops,"; another, "Bartenders," etc. T writes on the board the five steps to "Observe Critically" and asks Sts to think about steps 1 and 2 before watching the video. Then they watch the video and take notes. Afterward, Sts sit with their partner and discuss what they learned. If there are any disagreements, they may watch again.

### **Materials**

DVD, “Stay Safe: Awareness Training for Housekeepers,” from AHLA #05380DVD03ENGE

### **Extension Activities**

1) In the computer lab, Sts use a discussion board to answer and comment on the question

*What is one of the steps we discussed in class today that you found most helpful?*

*What advice do you have for a classmate to survive the first day on the job?*

Sts should also read and respond to at least one other St’s posting.

### **Teacher Tips**

For non-incumbents, discuss prior knowledge and using basic survival tips. It will give Sts confidence as they navigate training experiences that may be directed toward native speakers. Also, decide if you prefer to have Sts write their quizzes on their own or have them work with a partner. In my classes, I often have students of very different writing abilities. It may work to have them do it in pairs, with one person being a scribe. Or do it as a conversation activity, and have them put a question mark next to the questions they don’t know.

Unit 8, Lesson 4: Handout 1

**Training Quiz**

Watch video “Stay Safe: Awareness Training for Housekeepers.”

- 1) Tips for Safety
  - 2) Pathogens/Hazardous Materials
  - 3) Personal Physical Safety
- 
- 1) How should a housekeeper make sure her key is secure?]
  - 2) What should a housekeeper do with a guest’s key that she finds in the room?
  - 3) What does the housekeeper say when entering a guest’s room?
  - 4) What should a housekeeper do if she finds a gun in the room?
  - 5) When should a housekeeper wear gloves?
  - 6) Where does a housekeeper put materials that may have blood on them?
  - 7) How should a housekeeper clean high places?
  - 8) How should a mattress be turned over?
  - 9) What is the proper way for a housekeeper to lift objects?
  - 10) What kind of shoes should a housekeeper wear?

Unit 8, Lesson 4: Handout 1

**Training Quiz (Suggested Answers)**

Watch video “Stay Safe: Awareness Training for Housekeepers.”

- 1) Tips for Safety
- 2) Pathogens/Hazardous Materials
- 3) Personal Physical Safety

1) How should a housekeeper make sure her key is secure?  
*Tie it to her belt, check it in and out each day, not share it with anyone, etc.*

2) What should a housekeeper do with a guest’s key that she finds in the room?  
*She should keep it in a secure place, such as her locked box.*

3) What does the housekeeper say when entering a guest’s room?  
*She knocks, says “Room Service,” knocks again, says “Room Service” again.*

4) What should a housekeeper do first if she finds a gun in the room?  
*Tell her supervisor.*

5) When should a housekeeper wear gloves?  
*Anytime she’s handling dirty linens, chemicals or cleaning fixtures in the bathroom.*

6) Where does a housekeeper put materials that may have blood on them?  
*In a hazardous-waste container.*

7) How should a housekeeper clean high places?  
*She can use a ladder with someone watching her or attach extension rods to her equipment.*

8) How should a mattress be turned over?  
*By two people.*

9) What is the proper way a housekeeper should lift heavy objects?  
*She must use the strength in her legs, not her back, or call for assistance.*

10) What kind of shoes should a housekeeper wear?  
*Comfortable closed toe shoes according to workplace standards.*

#### Activity 4: List of Videos

Directions: Assign pairs to watch and take notes on one of the following videos at

1) Baggage Porters and Bellhops
2) Bartenders
3) Chefs and Head Cooks
4) Combined Food Preparation and Serving Workers, Including Fast Food
5) Cooks, Fast Food
6) Cooks, Restaurant
7) Counter and Rental Clerks
8) Counter Attendants, Cafeteria, Food Concession, Coffee Shop
9) First-Line Supervisors/Managers of Housekeeping and Janitorial Workers
10) Food Preparation Workers
11) Food Service Managers
12) Gaming Cage Workers
13) Gaming Change Persons and Booth Cashiers
14) Gaming Supervisors
15) Hosts and Hostesses, Restaurant, Lounge and Coffee Shop
16) Hotel, Motel and Resort Desk Clerks
17) Locker Room, Coatroom and Dressing Room Attendants
18) Lodging Managers
19) Maids and Housekeeping Cleaners
20) Massage Therapists
21) Meeting and Convention Planners
22) Waiters and Waitresses

<http://www.careervoyages.gov/hospitality-videos.cfm>

