

HEAR FROM PROFESSIONALS. LEARN FROM EXPERIENCE.



## HOSPITALITY & TOURISM

This Career Cluster prepares learners for careers in the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.



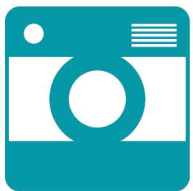
Learning that works  
for Nebraska

## WHAT TO EXPECT IN THIS GUIDE



### INTERVIEWS

Each video contains interviews with employees and business representatives discussing work requirements, education levels, salary and job prospects.



### TOURS

Experience virtual industry tours that provide a unique opportunity to get a glimpse inside Nebraska-based companies without leaving your home or classroom.



### INFORMATION

Throughout the videos you will find valuable information regarding job markets, salaries, and educational requirements to help you identify a possible career path.

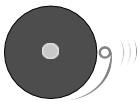
**NOTE TO INSTRUCTOR:**

These are suggested activities and questions to accompany the virtual industry tour. Each component may be used individually or modified to fit the needs of the classroom. Use these websites for more information on this career cluster:

- [www.education.ne.gov/nce/career-clusters](http://www.education.ne.gov/nce/career-clusters)
- <https://www.education.ne.gov/nce/careerdevelopment/>
- [Nebraska H3 Reports](#)
- [www.nebraskacareerconnections.org](http://www.nebraskacareerconnections.org)

In addition, NEworks has an array of resources, including Nebraska Workforce Trends magazine, Labor Market Regional Reviews, Occupational Profiles, and Career Ladder Posters, available at <https://networks.nebraska.gov> under Labor Market Information>Additional Services>Publications.

**BELL RINGER:**



Post the following prompt for students to answer as they enter the room. They will respond individually in their notes.

**Imagine your favorite place to visit. Think of the location, colors, smells, people and sounds. On your paper, describe this place, including the features that make it your favorite place.**

Have students share their responses with the class. Point out that the Hospitality and Tourism Career Cluster includes careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. Most of the places described in this exercise are part of this Career Cluster.

**ANTICIPATORY SET:**



Guide students to think about the skills needed for careers included in this Career Cluster through this group activity. Give these instructions:

- **In this activity, we will give tours of our school.**
- **Individually, take five minutes to decide what you would include in the tour that is exciting, historic, and/or important and how you would “sell” your school to your tour guests.**

After five minutes, pair students. Give these instructions:

- **You have three minutes to share how you would organize your tour, the key locations to be visited, and what you feel would “grab the attention and interest” of individuals touring the school.**

Facilitate a group discussion by asking these questions:

- **What did you include in the tours?**
- **What did your tour plan do well?**
- **How could you improve the school tours?**
- **How does excellent service impact your experience at hospitality and tourism businesses such as restaurants, hotels, museums, historic locations, or entertainment venues including arenas and concert halls?**

Point out that the careers in the Hospitality and Tourism Career Cluster focus on providing exceptional service.

#### INTRODUCTORY QUESTIONS:



Ask students to respond to the following questions in journal form or aloud. If asking aloud, have students share with a partner first, then ask two or three students to share. Responses will vary and are based on the students' knowledge prior to watching the virtual tour.

- **When you think of Hospitality and Tourism, what types of jobs come to mind?**
- **Are these careers YOU might be interested in? Why or why not?**

#### CONTENT:



Show the 17-minute virtual tour located at <https://bit.ly/NECTEHT>, which features three businesses: Willa Cather Foundation, Sehnert's Bakery and Raising Canes. Or have students individually view the video online. Have students complete the Student Viewing Guide worksheet as they learn about the Career Cluster. Introduce the virtual tours by saying:

**“Today we are studying careers in the Hospitality and Tourism Career Cluster. Each professional in the video will describe their specific business/organization, their involvement in the industry, as well as the skills necessary for success.”**

#### FOLLOW-UP QUESTIONS:



Ask the following questions after students view the virtual industry tour. Questions can be assigned as journal questions, asked aloud or even discussed in small groups.

#### **1. How would you define this Career Cluster?**

- This Career Cluster prepares students for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services.

## 2. What types of careers are included in this Career Cluster?

- Restaurant owner, baker, manager, executive director, operations manager, general manager, and food service manager.
- Other careers not mentioned in the video: bed and breakfast owner or manager, director of sales and marketing, executive housekeeper, front desk supervisor, front office manager, club event planner, club manager, club membership developer, fairs/festival event planner, resort instructor, banquet setup employee, catering and banquets manager, maitre'd, pastry and specialty chef, convention services manager, event planner, meeting planner, tour guide/operator, travel agent, dietitian (restaurants are hiring for menu development), caterer and food scientist.

**Note to instructor:** Explain to students that this Career Cluster can be divided into four Career Pathways including:

- Lodging
- Recreation, Amusements and Attractions
- Restaurants and Food and Beverage Services
- Travel and Tourism

Each Career Pathway has a set of specific skills for the occupations within this Career Cluster.

- For more information about these careers, have students visit: <https://bit.ly/NECTEHospTourism>.
- Additionally, have students access Nebraska Career Connections at <https://nebraska.kuder.com/landing-page>, go to the Career Exploration tab and search through Career Clusters and Pathways to find jobs and majors. Individual registration and login instructions can be found on the single page PDF document at the end of this Teacher Discussion Guide.

## 3. Which careers and jobs in this Career Cluster can be obtained immediately after high school graduation?

- Food service manager and restaurant manager, however, both require work experience.
- Other examples: Concierge, guest room attendant, reservationist, museum/zoo/aquarium docent, resort instructor, theme parks retail manager, cook, dishwasher, wait staff, event planner, ticket agent, tour guide and travel agent.
- For more information about these careers, have students visit: <https://bit.ly/NECTEHospTourism>.

#### 4. Which pathways are represented in the virtual tours?

- Restaurant and Food/Beverage Services: Sehnert's Bakery and Raising Canes
- Lodging: Willa Cather Foundation
- Travel and Tourism: Willa Cather Foundation

#### 5. List and describe the pathways of this Career Cluster.

- Lodging: employees perform tasks related to the operation of lodging facilities and the care of guests who use these facilities, either through direct guest contact or the provision of background services that enhance the guest experience.
- Recreation, Amusements and Attractions: employees find the work demanding but never boring. Good customer service skills are essential. Technical skills are location-specific and training is handled on the job.
- Restaurant and Food/Beverage Services: employees perform a variety of tasks to maintain operations and promote guest services in eating and drinking establishments.
- Travel and Tourism: employees focus on the development, research, packaging, promotion, and delivery of a traveler's experiences that may include developing a heritage area for the enjoyment and education of visitors, creating guidebooks, planning trips and events, managing a customer's travel plans, or overseeing a convention center.

#### 6. Introverts and extroverts have different personalities and preferences.

**Although introverts are often described as being shy, many have excellent social lives and love talking to friends. They simply need some time alone to "recharge" afterwards.**

**Extroverts are generally outgoing, sociable, genial, and unreserved. How would you effectively manage a team composed of both personality types?**

- Answers will vary, but might include:
  - Know your employees: Understand different personality types and how best to coach those types.
  - Find out about your employees and how they best learn, what makes them happy and how you can help them be successful.
  - Schedule: Offer as much flexibility as possible
  - Structure: Allow all team members to give input at meetings by preparing the entire team (not just the introverts) with the topic ahead of time or having all employees write feedback or responses.
  - Allow for employees to volunteer for specific roles and responsibilities within the organization.

**Note to instructor:** Point out that working productively in teams and demonstrating cultural competency is a Nebraska Career Readiness Skill. The career ready individual is prepared to collaborate with colleagues representing various backgrounds.

**7. Why are quality work experiences important? What work experiences have you had? What work experiences should you seek in the future?**

- Work experiences help a person gain vital skills and knowledge about a career area.
- Work experiences and personal responsibilities are included on a resume and discussed during an interview. These experiences show the potential employer that the applicant has the desired skill set.
- Experience can complement and even sometimes replace a formal college education for certain careers.

**8. What are your strengths? How could you leverage your strengths effectively for a career in hospitality and tourism? What are your weaknesses? How could you manage your weaknesses to still be productive in that career?**

- Answers will vary.

**9. The virtual industry tour mentioned traits employers seek when hiring in the Hospitality and Tourism Career Cluster. What Career Readiness Skills should a desirable applicant possess?**

- Answers will vary and be acceptable since all standards are desirable.
- Be sure students consider these three: communicates effectively and appropriately, contributes to employer and community success, and works productively in teams and demonstrates cultural competency.
- For more information, visit: <https://bit.ly/necrstandards>.
- Have copies of the Nebraska Career Readiness Standards poster visible around the classroom and/or provide a copy of the Nebraska Career Readiness Standards Checklist to each student as a way to help them understand and identify what is meant by “career readiness skills.”

**10. Communication is an important skill for all careers in this Career Cluster. When have you successfully communicated with others?**

- Answers will vary.
- Explain to students that this is a sample behavioral interview question that they may be asked in a job interview. Employers use past experiences as a way to predict future performance. One technique used to
- respond to behavioral questions is the STAR response: situation, task, action, and result. Example sources for more information, include: [https://bit.ly/STAR\\_technique1](https://bit.ly/STAR_technique1) and [https://bit.ly/STAR\\_technique2](https://bit.ly/STAR_technique2).

**11. Core academic skills include reading, written communication, listening, speaking, mathematical reasoning and problem solving. How might these core academic skills be used in this Career Cluster?**

- Answers will vary.
- Here are a few examples:
  - A travel agent or tour guide should spend considerable time learning and reading about potential destinations of interest to potential clientele. He or she must effectively read to gain information to share with clients and visitors.
  - Written communication is used by an executive director to help convey ideas and concepts to the board of directors and employees. He or she may be involved in drafting contracts for exhibits, events, and more.
  - Listening and speaking are essential for a food service manager. He or she directs the recruiting, interviewing, hiring and training of new staff.
  - Communicating standards and expectations to employees is important, as well as offering constructive feedback to help the team improve.
  - Bakers use culinary math to measure ingredients in mass quantities and double or scale down specific recipes depending on customer demand.

**12. What impact does the hospitality and tourism industry have in larger communities? In small towns?**

- Answers will vary, but might include:
  - Provides jobs.
  - Brings visitors to the community, which creates spending in stores, gas stations, restaurants, hotels and more.
  - Serves the needs of the community by adding to the quality of life
  - The increased income from spending can actually decrease individual taxes.
  - Tourists contribute to sales, profits, jobs, tax revenues, and income in the area.
  - In small towns, one prominent tourist attraction can help support many other businesses in town and keep the town alive.



EXTENDED  
LEARNING  
ACTIVITIES:



**The following are suggested activities to increase student learning and exposure to this Career Cluster.**

- Join a Career and Technical Student Organization (CTSO) such as DECA, FBLA, FCCLA, FFA or SkillsUSA. Student members have the chance to apply lessons and information learned in the classroom in real hands-on experiences.
- Attend a local Chamber of Commerce meeting.
- Create a list of the “top ten things to do” when visiting your community.
- Volunteer to help with a special event in the community or school.
- As a class, complete a community beautification project.
- Visit a restaurant and critique the experience from the perspective of a food critic. Write a review of the service, location, and food. Share these reviews with the class.
- Have students explore Sehnert’s website and discuss their findings including information about the owners, the menu, employment opportunities and more. <https://www.sehnerts.com/>.
- Meet with the school counselor to discuss classes that would help prepare a student for this Career Cluster. Also, discuss certifications that can be obtained during high school that would be valuable.
- Identify a postsecondary institution that is offering certifications or degrees that would help prepare a student for this Career Cluster. Obtain and complete admissions and scholarship applications for the school or program.
- Divide students into small groups of two or three. Have each group research, create, and present plans for a four-day trip to the destination of their choice. The group should include a budget with transportation, accommodations, food, and entertainment.
- Have students view the additional three online videos with more information about each business found at [www.necareertours.com](http://www.necareertours.com).



**THERE ARE MANY RESOURCES THAT CAN BE USED BY TEACHERS, PARENTS AND JOB SEEKERS FOR CAREER EXPLORATION.**

Some resources are tailored for Nebraska and some are national, but all provide valuable information and many incorporate information from the Nebraska Department of Labor Market Information (LMI). This list is not comprehensive, and only represents a sampling of the many resources available. Share the Career Exploration/ Planning resources table with students and have them do a review of what each offers them as a tool for finding the right career fit. Nebraska Career Connections is a totally FREE resource that is highly recommended for use by career and technical education students and teachers.

CAREER EXPLORATION & PLANNING		
Website	Type of Resources Available	Produced & Sponsored By
Nebraska Career Connections <a href="http://www.nebraskacareerconnections.org">www.nebraskacareerconnections.org</a>	Education and career planning resources for students, parents, educators, adults and employers. Students can explore career options, search for colleges, find out about applying for college, tuition, scholarships & financial aid, and create an e-portfolio and resume.	Nebraska Departments of Education and Labor, Nebraska VR, and Partnerships for Innovation.
Nebraska H3 Reports: <a href="https://bit.ly/neH3">https://bit.ly/neH3</a>	Information on High Wage, High Demand, High Skill jobs in Nebraska. Top H3 occupations are identified on the home page. Reports can be generated by each Nebraska Economic Development Region and also statewide. Reports include H3 Report, Nebraska Economic Industry Report and All Career Clusters Report, Jobs can be searched by Job Title or SOC Code.	Nebraska Departments of Education, Labor and Economic Development
O*NET OnLine <a href="http://www.onetonline.org">www.onetonline.org</a>	Occupation information: knowledge, skills, abilities, Career Interest profile, job outlook and wages	U.S. Department of Labor, Employment and Training Administration (sponsor)  Developed by the National Center for O*NET Development
My Next Move <a href="http://www.mynextmove.org/">www.mynextmove.org/</a>	Condensed version of information from O*NET OnLine	
Occupational Outlook Handbook <a href="http://www.bls.gov/ooh/">www.bls.gov/ooh/</a>	Nationwide data on occupation pay, work environment, job outlook, similar occupations, and more	Bureau of Labor Statistics
Nebraska Reality Check <a href="https://www.education.ne.gov/nce/career-readiness-videos/">https://www.education.ne.gov/nce/career-readiness-videos/</a>	Lifestyle cost information and occupations in corresponding wage range	Nebraska Department of Education

IN-DEPTH		
Website	Type of Resources Available	Produced & Sponsored By
CareerOneStop <a href="http://www.careeronestop.org">www.careeronestop.org</a>	Variety of resources related to career planning, job training, and job searches	U.S. Department of Labor, Employment and Training Administration (sponsor)
GetMyFuture (section of the CareerOneStop website) <a href="http://www.careeronestop.org/GetMyFuture">www.careeronestop.org/GetMyFuture</a>	IResources tailored to students and young adults such as career exploration, information on finding education and training programs, and how to conduct a successful job search.	U.S. Department of Labor, Employment and Training Administration (sponsor)

Instructions: Questions 1, 2, and 3 should be answered by watching **all** three sections of the virtual industry tour.

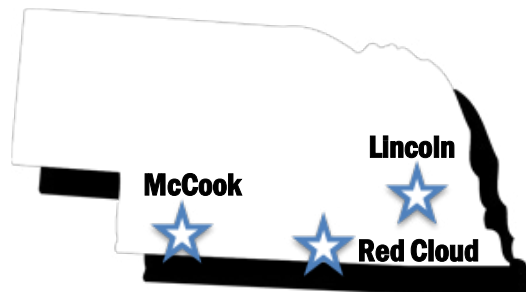
1. List five careers mentioned during the virtual industry tour:

- |                              |                                |
|------------------------------|--------------------------------|
| 1. <b>Owner</b>              | 4. <b>General Manager</b>      |
| 2. <b>Manager</b>            | 5. <b>Food Service Manager</b> |
| 3. <b>Executive Director</b> | <b>Operations Manager</b>      |

2. Where is each business located?

<b>Business</b>	<b>Location</b>
Sehnert's Bakery	<b>McCook</b>
Willa Cather Foundation	<b>Red Cloud</b>
Raising Canes	<b>Lincoln</b>

3. Mark the location of those cities on the Nebraska map?



Instructions: The following questions are specific to the Sehnert's Bakery section of the virtual industry tour.

4. What services and goods does Sehnert's Bakery provide?

- |  |
|--|
| <ul style="list-style-type: none"> <li>• <b>Full line bakery including pastries</b></li> <li>• <b>Coffee</b></li> <li>• <b>Sandwiches</b></li> <li>• <b>Pizza</b></li> <li>• <b>Wholesale pizza crust</b></li> <li>• <b>Music venue</b></li> </ul> |
|--|

5. What two skills are required in the 21st century workplace?

1. **Innovation**
2. **Creative thinking**

6. What community clubs and organizations are available in your community?

- **Answers will vary, but might include: Chamber of commerce, school board, advisory boards, Rotary Club, Lions Club, 4-H, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters, and more.**

7. Explain how Chelsea became the manager of The Tied House without a college degree.

- **Worked at Sehnert's in high school**
- **Demonstrated willingness to learn**
- **Displayed willingness to take on and try new things**
- **Understood weakness and focus on growing**
- **Matt, the owner, trained her for the position**

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*Instructions: The following questions are specific to the Willa Cather Foundation section of the virtual industry tour.*

8. What are the job responsibilities of the executive director?

- **Work with the Board of Governors**
- **Oversee growth and development of the organization**
- **Manage 13 staff members**
- **Preservation and operation of historical sites including the Opera House, prairie, and bed and breakfast**

9. What are the top five skills for administrative service managers?

1. **Active listening**
2. **Coordination**
3. **Monitoring**
4. **Social perceptiveness**
5. **Speaking**

10. Describe Ashley's educational background.

- **Business major with marketing, management, accounting, finance, and communications.**
- **Several school activities and leadership roles**

11. What activities and leadership roles do you participate in that are helping to prepare you for a future career?

- **Answers will vary. Be sure students consider both school and community experiences**

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*Instructions: The following questions are specific to the Raising Canes section of the virtual industry tour.*

12. What does Raising Canes emphasize to employees?

- **Fast**
- **Friendly**
- **Clean**
- **Have fun**

13. What are the duties of a restaurant general manager?

- **Set standards for the restaurant**
- **Select crew members**
- **Serve as a visionary**
- **Oversee staff**

14. Are you an extrovert or introvert? How might this affect you in the workplace?

- **Answers will vary, but might include:**
- **Introverts often present well thought out plans, can explain different points of view, prefer to start the day with planning time, may need alone time throughout the day and may not want to speak aloud in a large group but can give great suggestions one-to-one.**
- **Extroverts like to start the day meeting with people, enjoy bouncing ideas off of others, enjoy talking during meetings, volunteer for many things and might become overcommitted.**

15. What factors might contribute to the increase in the number of food service managers?

- **Population growth and income growth**
- **Those two factors will increase demand for dining out, taking out and having food delivered**
- **More restaurants, cafeterias and catering services will open, requiring more food service managers to oversee those operations**

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*Instructions: Answer the following question after watching all the videos in this virtual tour.*

16. Which of the careers introduced in the virtual industry tour best fit your skill set and interests? Explain.

- **Answers will vary**



## ABOUT THIS PROJECT

The virtual industry tours provide a unique opportunity for students, parents and job-seekers to experience Nebraska-based industries without leaving the home or classroom.

The videos showcase different businesses and industries in each of the sixteen Career Clusters plus Entrepreneurship in the Nebraska Career Education Model. In addition to the tour of the business or industry, the videos also contain interviews with employees and managers discussing work requirements, education levels, salary and job prospects. The videos provide an accurate picture of today's workplace, breaking down stereotypes and assumptions while emphasizing the knowledge and skills required to be successful.

The teacher and student guides are designed to enhance student learning for each virtual tour. For the students, a guided notes worksheet is included to help them record important information about the career cluster. The teacher's guide includes a lesson plan complete with anticipatory set, introductory questions, and discussion questions to follow the virtual tours.

Discussion Guides and Career Readiness Resources are available at:  
**[WWW.NEBRASKACAREERCLUSTERS.COM/RESOURCES](http://WWW.NEBRASKACAREERCLUSTERS.COM/RESOURCES)**



It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age, national origin, or genetic information in its educational programs, admission policies, employment, or other agency programs.

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