



Unit 24: Recruitment and Selection in Hospitality

Delivery guidance

This unit introduces the recruitment and selection of staff for the hospitality industry. It examines the industry specific issues relating to staff recruitment and the reasons for workforce planning. Learners will further explore the steps in the recruitment process, which will allow them to practise producing the documents required. They will also plan a recruitment activity in full awareness of the legal and ethical requirements.

In addition to planning a recruitment activity, this unit requires learners to lead and take part in recruitment interviews (as part of other learners' assessments).

To complete this unit, learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books.

You could use a range of delivery methods in this unit, such as:

- class and small group discussions, e.g. on recruitment issues in hospitality
- individual or group presentations, e.g. to present their findings on working conditions in the hospitality industry
- case studies, e.g. to illustrate how to carry out a workforce analysis
- videos, e.g. to illustrate interview techniques.

Learners will benefit from visits to different hospitality businesses and the involvement of local businesses so they can gain an insight into how these businesses work. You can involve local employers by:

- inviting them as guest speakers
- inviting them to be in the audience for learner presentations
- asking them to contribute to case study material
- asking them to supervise work experience for learners
- asking them to provide business materials as exemplars
- asking them to mentor learners.

Approaching the unit

Learning aim A introduces learners to the recruitment and selection processes used in the hospitality industry. Learners will familiarise themselves with the recruitment and selection process and understand the legal and ethical factors that organisations need to consider. Learners will develop evaluation and analytical skills that will help them to complete the assessment tasks. They should have the opportunity to practise writing reports. You could also use presentations, case studies and videos to deliver the content.

Learning aim B examines the documents used in the recruitment process and allows learners to plan a recruitment campaign. Learners will develop the skills required to prepare professional documents that could be used in the recruitment process. They will also develop their planning and reviewing skills by proposing an effective advertising campaign.

Learning aim C is practical in nature and allows learners to develop the skills required to prepare for, take part in and carry out recruitment interviews and post-interview tasks. They will carry out activities such as role plays and will develop their communication and interviewing skills.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Examine how effective recruitment and selection processes contribute to business success	A1 Recruitment of staff A2 Recruitment and selection process A3 Ethical and legal considerations in the recruitment process	A report that examines the processes and procedures used for the recruitment and selection of hospitality staff, considering the ethical and legal constraints on doing so.
B Plan a recruitment activity to demonstrate the processes leading to a successful job offer	B1 Recruitment documents B2 Recruitment campaigns	The documents and advertising required for a recruitment activity.
C Take part in a recruitment interview and reflect on the recruitment and selection process, making recommendations for improvement	C1 Prepare for the interview C2 Skills and attributes for interviewing C3 Post-interview tasks	The evidence will focus on the preparation for and the conducting of an interview, followed by an evaluation of the interview process in leading to a successful job offer, making recommendations to improve the planning and execution processes.



Assessment guidance

This unit is internally assessed. The recommended assessment is through two assignments, one for learning aims A and B and one for learning aim C.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors. All learners must independently generate individual evidence that can be authenticated.

Learning aim A requires learners to explore how effective recruitment and selection processes contribute to the overall success of a business. They will review the current issues affecting the recruitment of staff in hospitality and explain the reasons for workforce planning as well as the strategies that hospitality organisations put in place to ensure there are no recruitment issues. Learners will be able to discuss the recruitment and selection processes used by a range of hospitality businesses and reflect on the ethical and legal processes that must be followed. This will allow learners to reach a valid conclusion as to how following planned and effective recruitment processes can contribute to the success of a business. The summative assessment evidence for this learning aim is likely to be a report.

For learning aim B, learners will produce professional documentation for a recruitment campaign to attract suitable candidates. This will include:

- job analysis and job specification
- job description
- person specification
- application forms
- job offer letter
- interview questions
- interview checklist.

Learners will also need to plan an appropriate advertising campaign, preparing professional advertisements and deciding on the most appropriate places to advertise.

For learning aim C, learners are required to take part in a recruitment interview. Learners will take the role of the interviewer and are required to demonstrate professional questioning techniques which will allow them to assess the suitability of their candidate. Learners should review their performance and recommend improvements to the planning and execution of the recruitment and selection process.

Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

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Introduction

Begin by providing an overview of the unit, what your learners will study and how they will be assessed. This delivery guide assumes that learners have no prior knowledge of recruitment and selection of staff for the hospitality industry.

Learning aim A: Examine how effective recruitment and selection processes contribute to business success

- Use a series of presentations to introduce learners to the learning aim, including the recruitment of staff, the recruitment and selection process, and ethical and legal considerations involved in the recruitment process.
- Have a class discussion and ask learners if they are currently working. If so, ask them about the levels of staffing in their workplace and if they are aware of any issues with recruiting staff.
- If no learners are currently working, you could use a presentation to introduce the various issues involved in recruiting staff in the hospitality industry:
 - perception of industry
 - skills shortages
 - high staff turnover
 - seasonality of demand.
- Start with a discussion on the perception of the hospitality industry; your learners wish to work in the industry so they should have positive views. Ask them to describe why they want to work in the industry, and whether they think the hospitality industry has a reputation for being a good industry to work in. Discuss their comments and suggest that, in general, the reputation of the hospitality industry is poor. You might want to provide some real-life examples here to illustrate your point.
- Use a range of job descriptions or job adverts from local/national employers to prompt a discussion on working conditions in the hospitality industry. Use the job descriptions to discuss hours of work, working patterns, salary and other benefits. Ask learners to write a short report summarising the discussion.
- As an extension, you may wish to include job adverts and job descriptions from roles in other sectors to see how they compare. If you do this, learners can write a brief comparison report.
- Discuss how general conditions and remuneration contribute to the image and reputation of the hospitality industry as well as to staff turnover.
- Ask learners to work in pairs to investigate the number of hospitality jobs available locally. They should identify the job roles that are currently in demand by employers and the skills required to carry out those roles. Learners can share their findings with the class for discussion.
- Learners use the hospitality trade press to find articles that will enable them to produce a short report, illustrating how certain vacancies are difficult to fill due to skills shortages and/or high staff turnover. Learners share their findings with the class for discussion.
- In small groups, learners think about the demand for hospitality products in the local area. Ask them to identify any peaks and troughs in demand or any seasonality of demand. Expand the discussion to include tutor-selected national tourist destinations to highlight seasonality concerns and how these can affect the recruitment of staff.



- Use a presentation to introduce learners to the concept of workforce planning. Explain that this is a continuous cycle with steps including:
 - workforce analysis
 - forecasting needs
 - analysis of gaps
 - strategy development
 - implementation strategies
 - monitoring and evaluation.
- Use a case study to allow learners to carry out a workforce analysis. (Note: learners are not expected to carry out workforce planning activities, but they need to understand the concept.) The case study can be written to highlight some of the basic issues that affect most hospitality businesses, such as: growth or change to the business; changing job roles and internal promotions; seasonal fluctuations in staffing levels; and issues such as the increased use of technology. It is worth pointing out that workforce planning is not just about making sure you have sufficient staff; it is also about improving business performance and customer satisfaction.
- Ask learners to work in pairs to use the internet to investigate recruitment agencies/consultants. They should find out what recruitment agencies do. Design a worksheet so learners can capture this information.
- Use a presentation to summarise the work of recruitment agencies/consultants and discuss the benefits and drawbacks of using agencies in the recruitment process.
- For the next topic in this learning aim, it is advisable to allow learners to compile and design relevant documents as well as familiarising themselves with their purpose and use. Learners are expected to produce documents for the assessment in learning aim B, so this practice can be done here rather than duplicating the learning. Where possible, use real examples from hospitality organisations. If this is not possible, you will need to mock up realistic examples and produce industry standard templates for learners to complete. It will also be useful to create a case study based on a fictional hospitality organisation that learners can use as the basis for the following activities, otherwise there will be no context.
- Use a presentation to introduce learners to the recruitment and selection process and explain the purpose of each stage in the process:
 - job analysis and job specification
 - job description
 - person specification
 - job advertisement – placing of the advertisement, internal/external, journal/website
 - documents – CVs, application forms, letters of application, online, postal.
- Give learners examples of the documents used at each stage of the recruitment process so they can discuss the content. Allow learners to work individually – using the case study and the templates you have designed – to carry out each of the stages and design the relevant documentation. The work they produce can be shared with the class, who can peer review it. Learners can then use this feedback to evaluate what they could do better.
- Ask learners to compile their CVs and complete application forms and letters of application for a job role. You can provide the job description(s). Anonymise the CVs and ask learners to match the CVs to the job descriptions. Explain that this is the most basic way of selecting candidates for interview. As an extension exercise, ask learners to compare their CVs with the job descriptions to see if they meet the requirements of the job descriptions.
- Use a presentation to introduce the methods organisations use to select candidates for interview.

- Lead discussions on legal and social issues concerning race, gender, disability, religion, age and other situations where discrimination, either positive or negative, might occur. This will help learners to develop awareness of and sensitivity to employee and employer standpoints.
 - Lead discussions about ethical considerations such as:
 - being honest in an advertisement
 - maintaining confidentiality
 - using the same criteria for all applicants
 - ensuring the same questions are asked to all candidates in an interview.
- This will help learners when preparing documents for their recruitment campaign.
- Give out topical case studies and ask learners to investigate the implications for employers of non-compliance with legal and ethical considerations. You could show video clips of best practice to give a broader perspective. Learners can write a short report on their findings from the case studies.
 - Human resource practitioners could speak to learners about employment law, using real examples and focusing on equal opportunities and the importance of the regulatory framework. Learners can prepare questions before the visit and use a tutor-designed worksheet to capture information.
 - Check learning using a quiz or test.
 - Issue the assignment brief and allow time for learners to complete the task for learning aim A.

Learning aim B: Plan a recruitment activity to demonstrate the processes leading to a successful job offer

- Use a presentation to introduce the learning aim, including the recruitment documents not covered in learning aim A and recruitment campaigns.
- Ask learners where they would be most likely to search for a job and why. As a class, discuss the range of places where a job could be advertised. Discuss the strengths and weaknesses of each suggestion and identify the different job seekers it might attract. Include any options specific to your locality.
- Give learners a range of job advertisements from different sources and ask them to evaluate the differences and similarities. Ensure you include examples from:
 - newspapers
 - industry publications
 - company websites
 - social media
 - online
 - recruitment agency.
- Ask learners to discuss the content of the advertisements and ask why they think it is important to include the following details:
 - job title
 - location
 - salary
 - why the candidate would be interested in the role
 - summary of the role's responsibilities
 - how to apply for the role, for example, online application/phone call/email

- what to include in an application, for example, cover letter, resume and references
- when applications close, for example, cut-off date for receiving applications.
- Learners use the internet to research additional job advertisements which they use to discuss their effectiveness in attracting suitable applicants. In small groups, learners analyse two or three of the job advertisements they have found. They should state the strengths and weaknesses of the adverts as compared to the list above. As an extension, learners could provide a written review of the job adverts, including recommendations for improvement.
- Learners could search the internet and obtain copies of job descriptions and person specifications for jobs they would be interested in. Learners then prepare job advertisements for different posts, based on the information given by job descriptions and person specifications. Learners share these advertisements with the class for peer review and feedback, then use this feedback to evaluate their work. As an extension activity, you could ask learners to adapt their adverts for different platforms and audiences.
- Use a presentation and real-life examples to introduce learners to the following recruitment documents not yet explored in learning aim A:
 - job offer letter
 - interview questions
 - interview checklist.
- Provide examples of the documents used at each stage of the recruitment process so learners can discuss the content. Ask learners to work individually, using templates you have designed, to carry out each of the three stages and design the relevant documentation. Their work can be shared with the class for peer review and learners can then use this feedback to evaluate what they could do better. A short video on writing a job offer letter is available on YouTube (Gregg Learning's 'How to write a job offer letter').
- You could use a short video to show the different questions you could ask, along with some ideal responses. Remind learners that interview questions should align with the person specification and job description for the role. (Search for CareerVidz 'Top 7 interview questions and answers' on YouTube.)
- Learners could watch this video and take notes, then practise writing interview questions. They could then role play questioning and answering. Give feedback on this activity to allow learners to assess their strengths and weaknesses. Learners could produce a short written evaluation as an extension activity.
- Give learners samples of interview checklists. Explain that these are used to ensure all preparation activities have been carried out before interviews take place. The Workable website has a useful checklist and some guidance on interview questions (search 'Interview checklist for employers: how to conduct an interview').
- Ask learners to produce an interview checklist which they could use in the assessment of learning aim C. Learners can exchange their checklists for peer review and use the feedback they receive to improve their efforts.
- Ask learners to work in groups to create the required documentation for a hospitality job post. The post must be a realistic one that learners could apply for, perhaps based on one of the job roles for which they produced an advertisement. The documentation should include:
 - job analysis and job specification
 - job description
 - person specification
 - application forms
 - job offer letter
 - interview questions

- interview checklist.
- Once these documents have been completed, provide feedback to allow learners to evaluate the strengths and weaknesses of their documents.
- Check learning using a quiz or test.
- Issue the assignment brief for learning aim B.

Learning aim C: Take part in a recruitment interview and reflect on the recruitment and selection process, making recommendations for improvement

- Use a presentation to introduce the learning aim and its assessment requirements.
- Demonstrate how to prepare the environment for an interview, explaining why each area of consideration is important. Include:
 - formal/informal interviews
 - seating configuration
 - removal of physical barriers
 - space
 - temperature
 - lighting
 - provision of laptop and projector/other equipment.
- Ask learners to prepare a checklist to following when setting up a room/area for interviews. Discuss learners' configurations and provide feedback. Learners then practise setting up an interview room to reflect their interview requirements.
- Work out role play scenarios for learners to practise communication skills and questioning techniques. You could video these role plays so learners can reflect on their performance and identify areas for improvement. As an extension, ask learners to produce an action plan for development.
- For the role play interviews, make sure each learner takes on the roles of interviewer, interviewee and observer. You will need to complete observation records to confirm each learners' role and contribution to the selection interview, preferably recording the interviews for evidence. Give constructive feedback to learners to allow them to improve.
- Learners should evaluate how well the recruitment and selection process complied with best practice, drawing reasoned conclusions and recommending improvements. This could be done in the form of a mini report.
- All interview procedures conclude with a job offer or rejection. Use a class discussion to introduce learners to the post-interview tasks they are required to carry out.
- Provide real examples of job offer/job rejection letters so learners can discuss the content. This is to include: start date, wage or salary rate, hours of work and holiday entitlements.
- Ask learners to practise preparing both a job offer letter and a job rejection letter. Provide feedback at allow them to produce professional versions.
- Discuss how to provide feedback to unsuccessful candidates. There is a useful article on the Totaljobs website that provides a checklist for writing a rejection letter or feedback letter. (Search 'Totaljobs recruiter advice on how to give rejection feedback'). These guidelines may be useful to learners as they practise writing rejection letters.
- Discuss any additional requirements, for example, references, medical tests, specific qualifications. Discuss why these are important and why employers may request them.
- Check learning using a quiz or test.



- Issue the assignment brief for learning aim C.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: The Hospitality Industry
- Unit 8: Supervise Food and Beverage Service

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Hospitality and Catering. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Armstrong, M. and Taylor, S., *Armstrong's Handbook of Human Resource Management Practice*, 14th edition, Kogan Page, 2017, ISBN 9780749474119

An introductory text for all learners on all aspects of human resources. The most relevant sections include Chapter 24 on recruitment and selection. It also includes some useful skills sections, with practical advice on selection, interviewing skills, job, role and skills analysis, and competency modelling.

Brown, J. N., *The Complete Guide to Recruitment: A Step-by-Step Approach to Selecting, Assessing and Hiring the Right People*, 1st edition, Kogan Page, 2011, ISBN 9780749459741

A comprehensive, practical guide for all learners on all aspects of the selection process.

Yeung, R., *Successful Interviewing and Recruitment (Creating Success)*, revised edition, Kogan Page, 2010, ISBN 9780749462222

A practical guide for all learners on all aspects of the selection process. It is particularly strong on the practicalities of the interview process. It is similar to *The Complete Guide to Recruitment* above; however, while that book takes more of an organisational approach, this is more tailored to individual professionals initiating the recruitment process.

Websites

The Chartered Institute of Personnel and Development – contains information leaflets, factsheets, podcasts and articles about recruitment, selection, employment law and induction

Mind Tools – contains templates and worksheets and sample interview questions

YouTube – for various video clips

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.