



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

## 2022 Lodging, Hospitality, and Tourism Management

Program CIP: 52.0901—Hospitality Administration/Management, General

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Published by:

Office of Career and Technical Education  
Mississippi Department of Education  
Jackson, MS 39205

Research and Curriculum Unit  
Mississippi State University  
Mississippi State, MS 39762

The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

# Table of Contents

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Acknowledgments.....	3
Standards.....	4
Preface.....	5
Mississippi Teacher Professional Resources .....	6
Executive Summary .....	7
Course Outlines.....	9
Career Pathway Outlook.....	13
Professional Organizations .....	16
Using This Document .....	17
Unit 1: Course Orientation, Safety Procedures, and Leadership Opportunities .....	18
Unit 2: Introduction to Hospitality and Tourism .....	19
Unit 3: Introduction to Travel and Tourism.....	20
Unit 4: Customer Service.....	21
Unit 5: Lodging: Organization and Operation.....	22
Unit 6: Food and Beverage Operations.....	24
Unit 7: ServSafe Food Handler.....	25
Unit 8: Event Management.....	27
Unit 9: Cruise Ships, Resorts, and Gaming .....	28
Unit 10: Technology .....	29
Unit 11: Sales and Marketing .....	30
Unit 12: Human Resources and Management .....	31
Unit 13: Safety and Risk Management .....	33
Unit 14: Accounting and Operational Finance .....	34
Unit 15: Management’s Role in Marketing .....	35
Unit 16: Employability Skills and Opportunities.....	36
Student Competency Profile .....	37
Appendix: Common Career Technical Core.....	40

# Acknowledgments

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The lodging, hospitality, and tourism management curriculum was presented to the Mississippi State Board of Education on February 17, 2022. The following persons were serving on the state board at the time:

Dr. Carey M. Wright, state superintendent of education  
Ms. Rosemary G. Aultman, chair  
Mr. Glen V. East, vice-chair  
Dr. Karen J. Elam  
Dr. Angela Bass  
Dr. Ronnie L. McGehee  
Dr. Wendi Barrett  
Mr. Matt Miller  
Mrs. Mary Werner  
Mr. Bill Jacobs  
Ms. Amy Zhang, student representative  
Ms. Micah Hill, student representative

The following Mississippi Department of Education (MDE) and RCU managers and specialists assisted in the development of the lodging, hospitality, and tourism management curriculum:

Wendy Clemons, the executive director of the MDE Office of Secondary Education and Professional Development, supported the RCU and teachers throughout the development of the framework and supporting materials.  
Dr. Aimee Brown, the state director of the MDE Office of Career and Technical Education (CTE), supported the RCU and teachers throughout the development of the framework and supporting materials.  
Angie Davis, a project manager with the RCU, researched and coauthored this framework. [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu)

Special thanks are extended to the educators who contributed teaching and assessment materials that are included in the framework and supporting materials:

Tori Pinson, Okolona Career and Technical Complex, Okolona  
Breann Shaughnessy, Biloxi Career Technology Center, Biloxi

Appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:

Maggie Hardiman, a program supervisor for the MDE Office of CTE  
Taryn Flynt, an instructor at MGCCC Harrison County Campus  
Pat Fontaine, the executive director for Mississippi Hospitality & Restaurant Association  
Dr. James Joseph Taylor, an associate professor for the University of Mississippi  
Betsey Smith, the director of the RCU  
Sam Watts, the curriculum manager for the RCU

# Standards

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Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE lodging, hospitality, and tourism management curriculum is aligned to the following standards:

## **The Common Career Technical Core Standards**

The Common Career Technical Core (CCTC) is a state-led initiative coordinated by Advance CTE to establish a set of rigorous, high-quality standards for CTE. A diverse group of teachers, business and industry experts, administrators, and researchers helped guide the development of the CCTC from beginning to end to ensure CTE students will have the knowledge and skills to thrive in a global economy.

[careertech.org/cctc](http://careertech.org/cctc)

## **International Society for Technology in Education Standards (ISTE)**

Reprinted with permission from *ISTE Standards for Students* (2016). Permission does not constitute an endorsement by ISTE.

[iste.org](http://iste.org)

## **College- and Career-Readiness Standards**

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

[mdek12.org/oae/college-and-career-readiness-standards](http://mdek12.org/oae/college-and-career-readiness-standards)

## **Framework for 21st Century Learning**

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2019).

[battelleforkids.org/networks/p21/frameworks-resources](http://battelleforkids.org/networks/p21/frameworks-resources)

# Preface

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Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

# Mississippi Teacher Professional Resources

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The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, [rcu.msstate.edu](http://rcu.msstate.edu).

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, call the RCU at 662.325.2510.

# Executive Summary

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## Pathway Description

Lodging, hospitality, and tourism management is a pathway in the hospitality and tourism career cluster. The goal of this program is to offer a sequence of courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare students for further education and careers in the hospitality and tourism industry. Students' technical skill knowledge is further enhanced through experiences in authentic, real-world problems that contribute to their academic knowledge, higher-order reasoning and problem-solving skills, and general employability skills that ensure their success in the 21st-century workplace.

## College, Career, and Certifications

The American Hotel and Lodging Association (AHLA) is the sole national association representing all sectors and stakeholders in the lodging industry. The AHLA's Educational Institute (AHLEI) offers professional certification in all facets of the hospitality industry. Students who complete the lodging, hospitality, and tourism management pathway will be prepared to enter 21st-century hospitality careers or advance toward collegiate-level interests in this area.

## Grade Level and Class Size Recommendations

It is recommended that students enter this program as a 10th grader. Exceptions to this are a district-level decision based on class size, enrollment numbers, student maturity, and CTE delivery method. This is a hands-on, lab- or shop-based course. Therefore, a maximum of 15 students is recommended per class with only one class with the teacher at a time.

## Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
  2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
  3. Instructor approval and TABE reading score (eighth grade or higher)
- or**
1. TABE reading and math score (eighth grade or higher)
  2. Instructor approval
- or**
1. Instructor approval

## Assessment

The latest assessment blueprint for the curriculum can be found at [rcu.msstate.edu/curriculum/curriculumdownload](http://rcu.msstate.edu/curriculum/curriculumdownload).

### **Applied Academic Credit**

The latest academic credit information can be found at [mdek12.org/ese/approved-course-for-the-secondary-schools](http://mdek12.org/ese/approved-course-for-the-secondary-schools).

### **Teacher Licensure**

The latest teacher licensure information can be found at [mdek12.org/oel/apply-for-an-educator-license](http://mdek12.org/oel/apply-for-an-educator-license).

### **Professional Learning**

If you have specific questions about the content of any of the training sessions provided, please contact the RCU at 662.325.2510.

# Course Outlines

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## Option 1—Four 1-Carnegie Unit Courses

This curriculum consists of four 1-credit courses that should be completed in the following sequence:

1. **Hospitality Services I—Course Code: 992102**
2. **Hospitality Services II—Course Code: 992103**
3. **Hospitality Services III—Course Code: 992104**
4. **Hospitality Services IV—Course Code: 992105**

### **Course Description: Hospitality Services I**

This course introduces students to the hospitality and tourism industry. It identifies some of the current and future trends affecting the hospitality and tourism industry and the impact this industry has on society and the global economy. Students will explore hospitality and tourism career opportunities and understand the skills and knowledge required to succeed in this field and the importance of offering outstanding customer service. The course also covers the main operational areas found in most lodging properties and the importance of adhering to safety policies and procedures to maintain a safe and secure environment for employees and guests.

### **Course Description: Hospitality Services II**

This course identifies some additional organization and operational areas and the role each plays within the hospitality industry. Students will learn how food and beverage services function within the industry and the proper techniques for handling food safely. Students will also be able to identify and demonstrate important aspects of event planning.

### **Course Description: Hospitality Services III**

This course provides an overview of the new technologies used to enhance productivity and competitiveness in the hospitality and tourism industry. Students learn the role of sales and marketing and gain an understanding of how resorts, cruise lines, and gaming are all part of the hospitality industry. Knowledge will also be procured in management and leadership skills necessary to be successful in this industry.

### **Course Description: Hospitality Services IV**

This course provides a more in-depth view of management's role in sales and marketing and the employability skills needed to be successful in the workforce. Emphasis is placed on security and risk issues and procedures for handling those situations. Financial operations associated with the hospitality and tourism industry will also be discussed.

**Name of Course—Hospitality Services I: 992102**

<b>Unit</b>	<b>Unit Title</b>	<b>Hours</b>
1	Course Orientation, Safety Procedures, and Leadership	10
2	Introduction to Hospitality and Tourism	30
3	Introduction to Travel and Tourism	60
4	Customer Service	40
<b>Total</b>		<b>140</b>

**Name of Course—Hospitality Services II: 992103**

<b>Unit</b>	<b>Unit Title</b>	<b>Hours</b>
5	Lodging: Organization and Operation	50
6	Food and Beverage Operations	35
7	ServSafe Food Handler	30
8	Event Management	25
<b>Total</b>		<b>140</b>

**Name of Course—Hospitality Services III: 992104**

<b>Unit</b>	<b>Unit Title</b>	<b>Hours</b>
9	Cruise Ships, Resorts, and Gaming	40
10	Technology	25
11	Sales and Marketing	35
12	Human Resources and Management	40
<b>Total</b>		<b>140</b>

**Name of Course—Hospitality Services IV: 992105**

<b>Unit</b>	<b>Unit Title</b>	<b>Hours</b>
13	Safety and Risk Management	35
14	Accounting and Operational Finance	45
15	Management's Role in Marketing	35
16	Employability Skills and Opportunities	25
<b>Total</b>		<b>140</b>

## Option 2—Two 2-Carnegie Unit Courses

This curriculum consists of two 2-credit courses that should be completed in the following sequence:

1. **Lodging, Hospitality, and Tourism Management I: 992100**
2. **Lodging, Hospitality, and Tourism Management II: 992101**

### **Course Description: Lodging, Hospitality, and Tourism Management I**

This course introduces students to the hospitality and tourism industry. It identifies some of the current and future trends affecting the hospitality and tourism industry and the impact this industry has on society and the global economy. Students explore hospitality and tourism career opportunities, understand the skills and knowledge required to succeed in this field, and grasp the importance of offering outstanding customer service. This course also covers the main operational areas found in most lodging properties and the importance of adhering to safety policies and procedures to maintain a safe and secure environment for employees and guests. Students identify additional organization and operational areas and the role those areas play within the hospitality industry. Proper techniques are applied with handling food safely as well as the function of food and beverage in the lodging and hospitality industry. Students will also be able to identify and demonstrate important event planning aspects.

### **Course Description: Lodging, Hospitality, and Tourism Management II**

This course provides an overview of the new technologies used to enhance productivity and competitiveness in the hospitality and tourism industry. Students will learn the role of sales and marketing and gain an understanding of how resorts, cruise lines, and gaming are all part of the hospitality industry. Knowledge will also be procured in management and leadership skills necessary to be successful in this industry. Students will gain a more in-depth view of management's role in sales and marketing and the employability skills needed to be successful in the workforce. Emphasis is placed on security and risk issues and procedures for handling those situations. Financial operations associated with the hospitality and tourism industry will also be discussed.

**Lodging, Hospitality, and Tourism Management I—Course Code: 992100**

<b>Unit</b>	<b>Unit Title</b>	<b>Hours</b>
1	Course Orientation, Safety Procedures, and Leadership Opportunities	10
2	Introduction to Hospitality and Tourism	30
3	Introduction to Travel and Tourism	60
4	Customer Service	40
5	Lodging: Organization and Operation	50
6	Food and Beverage Operations	35
7	ServSafe Food Handler	30
8	Event Management	25
<b>Total</b>		<b>280</b>

**Lodging, Hospitality, and Tourism Management II—Course Code: 992101**

<b>Unit</b>	<b>Unit Title</b>	<b>Hours</b>
9	Cruise Ships, Resorts, and Gaming	40
10	Technology	25
11	Sales and Marketing	35
12	Human Resources and Management	40
13	Safety and Risk Management	35
14	Accounting and Operational Finance	45
15	Management's Role in Marketing	35
16	Employability Skills and Opportunities	25
<b>Total</b>		<b>280</b>

# Career Pathway Outlook

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## Overview

The lodging, hospitality, and tourism industry is vibrant, innovative, and full of dynamic opportunities. It offers many individuals a chance to develop and obtain positions in direct operations, human resources, marketing, and management.

The travel and tourism industries are vital to Mississippi's economy, based on 91,000 direct jobs in FY 2019—a 1.6% increase from the prior fiscal year. The top three employment categories in FY 2019 were food services and drinking establishments, state-licensed gaming, and lodging. The 21,383 state-licensed casino gaming jobs, including casino hotels, equaled 23.5% of direct travel and tourism employment. All other direct travel and tourism jobs comprised the remaining 76.5%. (Tourism Economic Contribution Report, 2019)

## Needs of the Future Workforce

Data for this synopsis was compiled from a 2021 report published by the Mississippi Department of Employment Security (MDES). Employment opportunities for many of the lodging, hospitality, and tourism occupations are listed below:

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2018	Projected Jobs, 2028	Change (Number)	Change (Percent)	Average Yearly Earnings, 2021
Tour and Travel Guides	360	400	40	11.1%	\$22,020
Lodging Managers	690	680	10	(1.4%)	\$52,380
First-Line Supervisors of Gaming Workers	1,890	2,110	230	12.2%	\$50,570
Supervisors of Food Preparation and Serving Workers	9,190	10,830	1,240	12.9%	\$31,570
Maids and Housekeeping Cleaners	10,530	10,610	80	0.8%	\$21,410
Food Preparation Workers	8,530	9,390	860	10.1%	\$20,110
Other Food Preparation and Serving-Related Workers	640	710	70	10.9%	\$25,290
Meeting, Convention, and Event Planners	490	520	30	6.1%	\$55,890

Source: Mississippi Department of Employment Security; [mdes.ms.gov](https://mdes.ms.gov) (2021).

### **Perkins V Requirements and Academic Infusion**

The lodging, hospitality, and tourism management curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in lodging, hospitality, and tourism fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for lodging, hospitality, and tourism careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

### **Transition to Postsecondary Education**

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, [mccb.edu](http://mccb.edu).

## **Best Practices**

### *Innovative Instructional Technologies*

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The lodging, hospitality, and tourism educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

### *Differentiated Instruction*

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

### *CTE Student Organizations*

Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the lodging, hospitality, and tourism management curriculum. DECA and SkillsUSA are examples of student organizations with many outlets for the lodging, hospitality, and tourism industry. Student organizations provide participants and members with growth opportunities and competitive events. They also open doors to careers and scholarship opportunities in this field.

### *Cooperative Learning*

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the lodging, hospitality, and tourism management curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The lodging, hospitality, and tourism management curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the lodging, hospitality, and tourism management curriculum that will allow and encourage collaboration with professionals currently in the lodging, hospitality, and tourism field.

### *Work-Based Learning*

Work-based learning is an extension of understanding competencies taught in the lodging, hospitality, and tourism classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and industry professionals within this field. Thus, supervised collaboration and immersion into the lodging, hospitality, and tourism industry around the students are keys to students' success, knowledge, and skills development.

# Professional Organizations

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Distributive Education Clubs of America (DECA)

[deca.org](http://deca.org)

SkillsUSA

[skillsusa.org](http://skillsusa.org)

# Using This Document

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## **Competencies and Suggested Objectives**

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students are expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level. Teachers are welcome to teach the competencies in other ways than the listed objectives if it allows for mastery of the competencies. Teachers are also allowed to teach the units and competencies in the order that they prefer, as long as they teach necessary material allotted for that specific course or credit they are teaching at the time.

## **Teacher Resources**

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at [rcu.msstate.edu/curriculum/curriculumdownload.aspx](http://rcu.msstate.edu/curriculum/curriculumdownload.aspx). All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future if they are not already. To be added to the guide, [send a Help Desk ticket to the RCU](#) by emailing [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu).

## **Perkins V Quality Indicators and Enrichment Material**

Some of the units may include an enrichment section at the end. If the lodging, hospitality, and tourism program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the lodging, hospitality, and management program is using a national certification, work-based learning, or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

# Unit 1: Course Orientation, Safety Procedures, and Leadership Opportunities

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## Competencies and Suggested Objectives

1. Discuss policies and procedures in the educational and occupational environments. <sup>DOK1</sup>
  - a. Discuss and apply school policies and safety procedures.
  - b. Investigate workplace policies and procedures.
  - c. Investigate workplace safety procedures.
2. Explore opportunities provided by student organizations. <sup>DOK1</sup>
  - a. Discuss leadership and personal and professional development in accordance with student organization guidelines and provide the opportunity for all students to participate in leadership roles and/or develop as a student.
  - b. Develop and implement ideas for a community service project according to student organization guidelines in which the knowledge and skills learned throughout the course can be used to improve the lives of others.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the lab area to participate in simulations and projects. This test should be documented in each student's file.

**Note:** This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

## Unit 2: Introduction to Hospitality and Tourism

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### Competencies and Suggested Objectives

1. Evaluate the nature and scope of the hospitality and tourism career cluster and the role of hospitality and tourism in society and the economy. <sup>DOK2</sup>
  - a. Define lodging, foodservice, and tourism and describe the changes and trends in the industry.
  - b. Explain how hospitality and tourism rely on one another for success.
  - c. Describe the social and economic impact of global travel and business on hospitality and tourism.
  - d. Describe the segmentation and goals in each of the lodging, foodservice, and tourism industries.
  - e. Define marketing and address marketing concepts related to hospitality and tourism.
2. Describe career opportunities and means to attain those opportunities in each of the hospitality and tourism career pathways. <sup>DOK2</sup>
  - a. Research and discuss the various career paths available.
  - b. Identify and demonstrate the employability skills needed.
  - c. Identify the importance of industry experience.

## Unit 3: Introduction to Travel and Tourism

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<b>Competencies and Suggested Objectives</b>
1. Explore travel locations worldwide. <sup>DOK 1</sup> <ol style="list-style-type: none"><li>Identify countries and cities of major tourist attractions.</li><li>Identify the continents and oceans.</li><li>Identify the history and culture of countries and other major points of interest.</li><li>Describe the foreign currency and exchange rate which affects travel decisions worldwide.</li></ol>
2. Discuss the requirements of becoming an accredited travel agency and/or tour guide. <sup>DOK 2</sup> <ol style="list-style-type: none"><li>Identify the types of tour guides and travel agencies.</li><li>Identify accrediting procedures.</li><li>Compare and contrast internet entities to a traditional travel agency.</li></ol>
3. Demonstrate activities associated with organizing, booking, and conducting group tours. <sup>DOK 3</sup> <ol style="list-style-type: none"><li>Identify the special services and needs of the client.</li><li>Prepare a client travel package.</li><li>Book transportation, accommodations, and activities.</li><li>Prepare itinerary computing cost and selling price.</li><li>Discuss the importance of customer satisfaction and feedback.</li></ol>
4. Identify state and local attractions and explain the correlation to travel and tourism. <sup>DOK 2</sup> <ol style="list-style-type: none"><li>List and describe types of local area attractions.</li><li>List and describe types of attractions specific to Mississippi.</li><li>Explain the importance of adequate infrastructure at attractions.</li><li>Identify the role of recreational vehicles, campers, and tent camping, and the target market for each.</li></ol>

## Unit 4: Customer Service

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### Competencies and Suggested Objectives

1. Demonstrate effective customer service skills. <sup>DOK 2</sup>
  - a. Define and give examples of service quality and service value.
  - b. Explain the need for quality customer service standards.
  - c. Identify the importance of exceeding customer expectations.
  - d. Explain the importance of customer satisfaction measurements, evaluation, and planning for business success.
  - e. Identify the types of failures in customer service.
  - f. Explain the role and techniques of customer service recovery during the handling of complaints, issues, or problems.
2. Demonstrate communication skills related to customer service. <sup>DOK 2</sup>
  - a. Identify effective communication skills in electronic avenues (i.e., emails, text, social media, etc.).
  - b. Explain the effect of verbal and nonverbal communication on guests and coworkers.
  - c. Identify the seven barriers to effective communication.
    - Physical barriers
    - Perceptual barriers
    - Emotional barriers
    - Cultural barriers
    - Language barriers
    - Gender barriers
    - Interpersonal barriers
  - d. Identify the purpose of interdepartmental communication.

## Unit 5: Lodging: Organization and Operation

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### Competencies and Suggested Objectives

1. Classify and describe the different departments and their functions. <sup>DOK 1</sup>
  - a. Describe the different accommodations (e.g., luxury, bed and breakfast, resort, economy, midscale, casino, convention, short-term residential rentals, etc.).
  - b. Relate the different classifications to the needs of the traveler (e.g., business, pleasure, family, etc.).
  - c. Describe the departments and the functions of all positions within those departments.
  - d. List and explain the major classifications to include ownership and operating formats.
2. Identify the responsibilities and basic tasks of front office operations. <sup>DOK 1</sup>
  - a. Explain the guest cycle to include pre-arrival, arrival, occupancy, and departure.
  - b. Identify how the emotional engagement of customers is influenced by each stage of the guest cycle.
  - c. Identify and explain different types of technology used.
  - d. Explain and identify the different types of reservations (e.g., group, prepaid, guaranteed, etc.).
  - e. Perform a customer check-in and check-out.
  - f. Explain how to determine customer wants and needs to meet and exceed expectations.
  - g. Identify the need for protecting the customer's right to privacy.
  - h. Identify the need for protecting customers against identity theft and fraud.
3. Identify and describe the job functions of positions that report through the front office. <sup>DOK 2</sup>
  - a. List the positions that report to the front office.
    - Front desk representative
    - Uniformed services (e.g., bell attendant, door attendant, valet parking attendant, and transportation attendant, etc.)
    - Concierge
    - Night auditor
    - Reservationist
    - Cashier
4. Describe the duties and procedures used by the housekeeping department. <sup>DOK 2</sup>
  - a. List and explain the positions in the housekeeping department and their functions.
  - b. Explain how the executive housekeeper uses productivity and performance standards.
  - c. Describe the sanitation and disinfection techniques and safety procedures in housekeeping.
  - d. Demonstrate proper bed-making procedures.
  - e. Demonstrate proper procedures for stocking the housekeeping cart and proper key management.

<ul style="list-style-type: none"> <li>f. Practice entering guestrooms correctly.</li> <li>g. Describe how to calculate, track, order, and inventory items to maintain par numbers based on occupancy.</li> <li>h. Identify par levels and the role of the laundry cycle in storing, issuing, and tracking for the linen inventory.</li> <li>i. Identify common green practices used by the housekeeping department.</li> </ul>
<p>5. Identify and explain the role of the facilities management department. <sup>DOK 1</sup></p> <ul style="list-style-type: none"> <li>a. Identify the responsibilities of the facilities management department.</li> <li>b. Identify the primary responsibilities of the chief engineer in overseeing the operation.</li> <li>c. Explain the importance of a well-maintained property for both interior and exterior spaces.</li> <li>d. Explain the purpose of facilities management regularly scheduling and performing preventive maintenance, routine inspections, and manufacturer-recommended maintenance on systems, equipment, and other high-cost items.</li> <li>e. Identify the process for reporting, completing, and tracking repairs by the facilities management department.</li> <li>f. Identify the role of year-round routine maintenance for grounds, landscaping, high-traffic customer areas, and snow clearing.</li> <li>g. Discuss an emergency preparedness plan along with the role of maintaining emergency backup systems.</li> <li>h. Identify the three Es of green initiatives and most common green practices that fall under the facilities management department. <ul style="list-style-type: none"> <li>• Economy</li> <li>• Ecology</li> <li>• Equity</li> </ul> </li> </ul>
<p>6. Explain the role of safety and security in protecting people and property during criminal, severe weather, and emergency situations. <sup>DOK 2</sup></p> <ul style="list-style-type: none"> <li>a. Identify the security functions of providing reasonable care under the innkeeper laws requiring hotels to provide travelers with a safe haven at night.</li> <li>b. Identify the roles of security officers and managers in protecting people and property.</li> <li>c. Describe the role of security in maintaining control over key systems.</li> <li>d. Identify the types of emergencies and response plans common during daily operations that are handled by the security team.</li> </ul>
<p>7. Apply security procedures to protect property of customers and employees. <sup>DOK 3</sup></p> <ul style="list-style-type: none"> <li>a. Discuss the different kinds and types of liabilities.</li> <li>b. Identify unsafe conditions and determine steps to take to rectify the problems.</li> <li>c. Identify how to handle security threats to the property.</li> <li>d. Demonstrate proper procedures for protecting cash funds and lost and found items.</li> </ul>

## Unit 6: Food and Beverage Operations

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### Competencies and Suggested Objectives

1. Explain the role of food service within the hospitality industry. <sup>DOK 2</sup>
  - a. Distinguish between the different classifications of food service operations.
  - b. Identify and describe the different departments within each classification.
  - c. Identify the restaurant industry's position as a major source of jobs in the U.S.
  - d. Identify the purpose for type of service, menu options, and cost in each of the five main categories of food service outlets.
    - Full service
    - Quick service
    - Catering
    - Delivery
    - Concession
  - e. Explain the customer and employee segments of the food and beverage customer cycle.
  - f. Explain the need for implementing and consistently using financial controls for labor costs, food costs, menu pricing, and cash control.
  - g. Identify the Americans with Disabilities Act (ADA) requirements that typically affect a food and beverage operation.
2. Demonstrate proper techniques for food service. <sup>DOK 2</sup>
  - a. Explain the four main styles of table service and the attributes of each.
    - Russian
    - French
    - English
    - American
  - b. Explain the goal of providing excellent food to food service operations.
  - c. Demonstrate the correct procedures for greeting customers, seating, and presenting menus to customers.
  - d. Demonstrate and practice the correct procedures for taking the customer's order.
  - e. Describe the correct procedures for placing food orders in the kitchen.
  - f. Explain the proper technique for picking up food orders from the kitchen.
  - g. Discuss the correct procedures for completing side work responsibilities.
  - h. Identify the need for responsible beverage operations, the role of a dram law, and liabilities, legalities, and responsibilities servers, bartenders, restaurants, bars, lounges, and other beverage service providers face when serving alcohol.
  - i. Explain the role of banquets, catering, and special events in food and beverage operations.
  - j. Identify green practices used by food and beverage facilities.

# Unit 7: ServSafe Food Handler

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<b>Competencies and Suggested Objectives</b>	
1. Discuss the importance of food safety. <sup>DOK 1</sup>	<ol style="list-style-type: none"><li>a. Define foodborne illness.</li><li>b. Identify and define biological, chemical, and physical hazards that can contaminate food.</li><li>c. Determine personal behaviors that can contaminate food.<ul style="list-style-type: none"><li>• Poor personal hygiene</li><li>• Cross contamination</li><li>• Time-temperature abuse</li><li>• Poor cleaning and sanitizing</li></ul></li></ol>
2. Describe the importance of good personal hygiene. <sup>DOK 2</sup>	<ol style="list-style-type: none"><li>a. Demonstrate how, when, and where to properly wash hands.</li><li>b. Identify other hand-care guidelines, such as nail care, wound care, glove usage, and allowed jewelry.</li><li>c. Describe the appropriate work attire and personal grooming for the foodservice industry.</li><li>d. List the reasons why an employee would be prevented and or limited from working with food or in food operations.</li></ol>
3. Identify the proper methods for controlling time and temperature for food safety. <sup>DOK 2</sup>	<ol style="list-style-type: none"><li>a. Identify foods that need time and temperature control for safety.</li><li>b. Identify and discuss the temperature danger zone.</li><li>c. Demonstrate the proper use and care of thermometers, including calibration.</li><li>d. Outline the proper procedures for receiving, storing, thawing, prepping, cooking (minimal internal temperature), holding, cooling, reheating, and serving food, including the proper tools and equipment used to perform these tasks.</li><li>e. Identify populations at higher risk for foodborne illness.<ul style="list-style-type: none"><li>• Elderly people</li><li>• Preschool-age children</li><li>• People with compromised immune systems</li></ul></li></ol>
4. Discuss and demonstrate the proper methods for preventing cross contamination. <sup>DOK 2</sup>	<ol style="list-style-type: none"><li>a. Discuss the prevention of cross contamination when receiving, storing, prepping, and serving food, as well as in self-service areas.</li><li>b. Identify and demonstrate the proper storage of utensils, equipment, chemicals, and cleaning supplies.</li><li>c. Discuss the proper procedures for when cross contamination occurs.</li><li>d. List common food allergens, including peanuts, tree nuts, eggs, shellfish, milk, wheat, soy, and fish.</li><li>e. Discuss the proper procedures for prepping and serving food to prevent cross contact.</li><li>f. Discuss the proper procedures for when cross contact occurs.</li></ol>

5. Demonstrate proper cleaning and sanitizing techniques. <sup>DOK 2</sup>
  - a. Differentiate between cleaning and sanitizing.
  - b. Identify and demonstrate the proper procedures for cleaning and sanitizing surfaces, tools, and equipment, including washing, rinsing, sanitizing, and air-drying.
  - c. Conduct the proper procedure for ensuring the effectiveness of sanitizers.
  - d. Discuss and demonstrate the proper setup, use, and maintenance of a three-compartment sink and dishwasher.
  - e. Discuss the proper procedure for handling garbage.
  - f. Identify signs of pest presence in the workplace, including droppings, nests, and damage to products, packaging, and the facility.

# Unit 8: Event Management

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## Competencies and Suggested Objectives

1. Identify the various types of meetings, conventions, and special events and explain the importance of each. <sup>DOK1</sup>
  - a. Identify the various types of business, leisure, and entertainment events.
  - b. Describe the purpose and target audience for various types of functions.
  - c. Identify and demonstrate the elements in event planning.
    - Themes
    - Budgets
    - Agendas
    - Space and security needs
    - Schedules
    - Contingency plan
    - Evaluation
2. Discuss the importance of maintaining stakeholder relationships (i.e., community, vendors, public officials, media, etc.). <sup>DOK2</sup>
  - a. Determine ethical practices for successful events.
  - b. Determine state and local ordinances that may affect events.
3. Research career opportunities in the event industry. <sup>DOK2</sup>
  - a. Identify the skill set necessary for success.
  - b. Determine the options for educational advancement in this industry.

## Unit 9: Cruise Ships, Resorts, and Gaming

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<b>Competencies and Suggested Objectives</b>
1. Identify and explain the purpose of resorts. <sup>DOK 2</sup> <ol style="list-style-type: none"><li>Identify the types of resorts and the target guest markets attracted to each type.</li><li>Explain the purpose of using internal resources for sources of guest experiences and the purpose of building strong partnerships with outside businesses, agencies, and other sources for guest activities.</li></ol>
2. Identify the role of cruise ships in the hospitality and tourism industry, the types of ships, types of cruises, and the target customer market for each. <sup>DOK 2</sup> <ol style="list-style-type: none"><li>Explain staffing concerns unique to the cruise industry.</li><li>Discuss legal issues with cruises (i.e., labor laws, laws at sea, etc.).</li><li>Assess the economic impact of the cruise industry in port cities.</li></ol>
3. Describe the scope of the gaming industry. <sup>DOK 2</sup> <ol style="list-style-type: none"><li>List and understand the different types of gaming.</li><li>Give examples of regulations that affect the casino industry.</li><li>Assess the economic impact at the state and local levels.</li><li>Evaluate social and ethical issues surrounding the gaming industry.</li></ol>

# Unit 10: Technology

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<b>Competencies and Suggested Objectives</b>	
1. List and describe the types and functions of customer relationship management (CRM) systems. <sup>DOK1</sup>	
a. Discuss the CRM systems that are unique to the following operations:	
<ul style="list-style-type: none"><li>• Lodging and resort</li><li>• Food and beverage</li><li>• Event management</li><li>• Travel and tourism</li></ul>	
2. List and describe the types and functions of safety and security systems. <sup>DOK1</sup>	
a. Discuss the safety and security systems that are unique to the following operations:	
<ul style="list-style-type: none"><li>• Lodging and resort</li><li>• Food and beverage</li><li>• Event management</li><li>• Travel and tourism</li></ul>	
3. List and describe the types and functions of sales and accounting management systems. <sup>DOK1</sup>	
a. Discuss the sales and accounting management systems that are unique the following operations:	
<ul style="list-style-type: none"><li>• Lodging and resort</li><li>• Food and beverage</li><li>• Event management</li><li>• Travel and tourism</li></ul>	
4. List and describe the types and functions of cost and labor reduction systems. <sup>DOK1</sup>	
a. Discuss the cost and labor reduction systems that are unique to the following operations:	
<ul style="list-style-type: none"><li>• Lodging and resort</li><li>• Food and beverage</li><li>• Event management</li><li>• Travel and tourism</li></ul>	
5. List and describe the types and functions of systems that enhance the customer experience. <sup>DOK1</sup>	
a. Discuss the customer experience enhancement systems that are unique to the following operations:	
<ul style="list-style-type: none"><li>• Lodging and resort</li><li>• Food and beverage</li><li>• Event management</li><li>• Travel and tourism</li></ul>	

# Unit 11: Sales and Marketing

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## Competencies and Suggested Objectives

1. Identify and explain the role of sales. <sup>DOK 1</sup>
  - a. Identify the key objectives and various tasks of a sales department.
  - b. Identify the structure and positions found in a sales department.
  - c. Explain the responsibilities of a sales professional.
  - d. Identify the purpose of prospecting and the role of the internet, networking, relationship building, strategic alliances, and referrals in sales.
  - e. Identify the types of sales, the purpose of upgrading sales, and the role of specialty sales (i.e., bundling, etc.).
2. Research and discuss the role of marketing. <sup>DOK 2</sup>
  - a. Identify marketing activities.
  - b. Differentiate between marketing and advertising.
  - c. Explain the purpose of measuring return on investment for all marketing efforts.
  - d. Identify the original four Ps of marketing and the role of each in the development of a marketing plan.
    - Product
    - Place
    - Price
    - Promotion
  - e. Identify the purpose of analyzing market segments when deciding which target market to focus on when building a marketing plan, strategy, and message.
  - f. Identify market characteristics.
  - g. Explain the use of demographics and psychographics in researching and positioning products for specific market segments or target markets.
  - h. Identify the principles of supply and demand.
  - i. Identify the purpose of communicating marketing messages to customers.
  - j. Explain the role of ethics and ethical practices in marketing.
  - k. Explain the purpose of implementing green practices as part of the marketing plan, strategy, or message.

# Unit 12: Human Resources and Management

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## Competencies and Suggested Objectives

1. Demonstrate proper management skills. <sup>DOK 2</sup>
  - a. Identify traditional management styles to include autocratic, bureaucratic, laissez faire and democratic.
  - b. Explain the role of the manager in the employee empowerment process.
  - c. Demonstrate effective staffing and scheduling techniques.
  - d. Discuss the role of management in the guest experience cycle.
  - e. Demonstrate how a manager leads a *gold* guest service team.
    - Recovery
    - Personalization
    - Knowledge
    - Passion
    - Commitment
    - Inclusion
    - Personality
  - f. Identify ways lodging and food service entities can minimize the risks involved in daily operations.
  - g. Explore ways to apply the principles of time management.
    - Planning
    - Goal Setting
    - Setting Priorities
    - Delegating
  - h. Discuss and demonstrate crisis management skills.
  - i. Discuss why media training is necessary.
2. Discuss the role of leadership and demonstrate high-quality leadership skills. <sup>DOK 2</sup>
  - a. Recognize the skills and attributes of a good leader.
  - b. Identify the leadership positions available.
  - c. Analyze the relationship between leadership and management.
  - d. Demonstrate how the guest cycle is managed through good leadership skills and processes.
3. Demonstrate appropriate processes and methods used by managers to communicate with employees. <sup>DOK 2</sup>
  - a. Discuss the purpose of a mission statement.
  - b. Explain the importance of clearly communicating each employee's purpose and role in the organization.
  - c. Demonstrate how to properly communicate performance goals to employees to ensure their performance meets standards.
  - d. Identify and apply appropriate interaction skills with other employees.
  - e. Employ teamwork as a part of the daily routine.
  - f. Discuss the importance of employee evaluation and feedback.

4. Research and discuss the purpose of the human resources department and how human resources are utilized in a leadership position. <sup>DOK 2</sup>
  - a. Identify the key responsibilities of human resources.
  - b. Discuss leadership's role in the human resource process.
  - c. Explain how recruiting, interviewing, and hiring practices are managed.
  - d. Discuss the purpose of orientation, training, evaluation, promotion, and termination of new and existing employees.
  - e. Explain how staffing and scheduling is managed by various departments.
  - f. Explain how diversity is managed through the human resource process.
  - g. Identify employee rights, hospitality laws and regulations, and benefits that are managed through human resources.

## Unit 13: Safety and Risk Management

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<b>Competencies and Suggested Objectives</b>
<p>1. Identify and explain the purpose of maintaining a safe, healthy environment for customers and employees. <sup>DOK1</sup></p> <ol style="list-style-type: none"><li>Explain why workplace safety is significant.</li><li>Identify the role of occupational safety and the purpose of a job safety analysis report in providing safe work conditions to employees.</li><li>Identify the safety policies and procedures regarding operational safety for workplace accidents and injuries along with fire safety.</li></ol>
<p>2. Describe the processes used to maintain a safe and healthy environment for customers and employees. <sup>DOK 1</sup></p> <ol style="list-style-type: none"><li>Explain the risk management process and the use of the elements of a health and safety program in the workplace.</li><li>Explain why sanitation risk management and providing personal protective equipment are critical parts of a manager's responsibilities.</li><li>Identify the role of the Occupational Safety and Health Administration (OSHA) in ensuring a safe and healthy work environment for all American workers by overseeing Hazardous Materials Communication (HazCom) Standards.</li><li>Discuss how managing all OSHA requirements is accomplished.</li></ol>
<p>3. Identify the procedures to follow in the event of a fire. <sup>DOK 2</sup></p> <ol style="list-style-type: none"><li>Identify the four classes of fires and explain the proper use of fire extinguishers.<ul style="list-style-type: none"><li>A (wood, paper, cloth, cardboard, rubber, and plastic)</li><li>B (flammable liquids)</li><li>C (electrical)</li><li>K (kitchen fires involving cooking oils and fats)</li></ul></li><li>Identify proper fire drill procedures and the importance of fire exit locations and alarms.</li><li>Explain the proper procedures to assist in preventing the spread of fire.</li><li>Recognize the procedures to use in the event of being trapped by fire.</li></ol>
<p>4. Examine the regulations for hazardous chemicals. <sup>DOK 2</sup></p> <ol style="list-style-type: none"><li>Identify OSHA and its function.</li><li>Identify and discuss the importance of HazCom.</li><li>Identify and discuss the importance of a safety data sheet.</li></ol>
<p>5. Explain general guidelines for handling medical emergencies and contingency procedures for other emergencies. <sup>DOK 2</sup></p> <ol style="list-style-type: none"><li>Discuss general guidelines for handling medical emergencies.</li><li>Identify and practice contingency procedures for other emergencies.</li></ol>

## Unit 14: Accounting and Operational Finance

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### Competencies and Suggested Objectives

1. Apply proper accounting techniques in the collection and finalization of all customer accounts. <sup>DOK 2</sup>
  - a. Demonstrate appropriate payment handling techniques for all transactions.
  - b. Demonstrate the correct procedures for posting charges and payments to customer accounts.
  - c. Apply correct procedures for internal and external direct bill accounts.
  - d. Understand night audits and end of shift/day balancing.
2. Explain the financial processes and identify when each process should occur during the guest cycle. <sup>DOK 2</sup>
  - a. Explain the need and identify the processes used for protecting the customer's right to privacy.
  - b. Explain the need for protecting customers against identity theft and fraud.
  - c. Demonstrate the financial transactions that occur during the guest cycle.
  - d. Identify the type of sensitive customer information at risk during a financial transaction.
  - e. Explain the financial purpose of an employee code of conduct.
  - f. Indicate the financial opportunities for employees to influence customer spending during the guest cycle.
3. Explain the financial processes and identify when each should occur during the financial reporting cycle. <sup>DOK 2</sup>
  - a. Identify revenue management goals of various business entities.
  - b. Identify the key difference between a revenue center and a cost center along with the areas belonging to each.
  - c. Identify the importance and evaluation (i.e., Smith Travel Accommodations Report) of key performance indicators and their evaluation, including food cost, labor cost, occupancy percentage, average daily rate, and revenue per available room.
  - d. Explain the importance of forecasting and financial management (i.e., operational and capital budgeting, cost analysis, etc.).
  - e. Identify the components of financial statements (i.e., income statements, balance sheets, etc.).

## Unit 15: Management's Role in Marketing

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<b>Competencies and Suggested Objectives</b>
1. Discuss the management responsibilities of marketing. <sup>DOK 1</sup> <ol style="list-style-type: none"><li>Define a marketing plan and how it is developed and implemented.</li><li>Explain how target markets are selected.</li><li>Identify the tools used for promoting a variety of products and services.</li></ol>
2. Develop advertising campaigns using appropriate media. <sup>DOK 3</sup> <ol style="list-style-type: none"><li>Determine what avenue to follow based on market research.</li><li>Develop an advertising campaign.</li><li>Implement and promote campaign strategies.</li></ol>
3. Develop a promotional campaign using a promotional mix. <sup>DOK 3</sup> <ol style="list-style-type: none"><li>Explain the role of promotion.</li><li>Explain the types of promotion to include personal selling, sales promotions, publicity, and advertising.</li><li>Explain the concept of a promotional mix.</li><li>Coordinate promotional activities.</li><li>Identify the purpose of communicating marketing messages to customers.</li></ol>

## Unit 16: Employability Skills and Opportunities

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### Competencies and Suggested Objectives

1. Research and apply for current available jobs in the industry. <sup>DOK 3</sup>
  - a. Develop a chart that compares the important elements of a job.
    - Minimum education
    - Certifications
    - Minimum experience
    - Job description/responsibilities
    - Compensation (i.e., salary, wages, benefits, etc.)
  - b. Analyze differences in the online application requirements of various job postings.
  - c. Research and select a real job advertisement, then create a cover letter and résumé tailored to that specific job.
  - d. Demonstrate proper interview techniques.
  - e. Depending on appropriateness, handwrite or email customized thank-you letters to each member of the interview committee.

*Note: This résumé is not to be used for a real job application, but for learning purposes only. Delete any fabricated elements before using it for a real job application.*

2. Apply the proper business etiquette skills needed for employability. <sup>DOK 3</sup>
  - a. Demonstrate proper communication skills.
  - b. Discuss the importance of proper hygiene.
  - c. Demonstrate proper business attire.
  - d. Demonstrate projecting a professional image and on-the-job relationships.
  - e. Create a letter of resignation.

# Student Competency Profile

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**Student's Name:** \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

<b>Unit 1: Course Orientation, Safety Procedures, and Leadership Opportunities</b>		
	1.	Discuss policies and procedures in the educational and occupational environments.
	2.	Explore opportunities provided by student organizations.
<b>Unit 2: Introduction to Hospitality and Tourism</b>		
	1.	Evaluate the nature and scope of the hospitality and tourism career cluster and the role of hospitality and tourism in society and the economy.
	2.	Describe career opportunities and means to attain those opportunities in each of the hospitality and tourism career pathways.
<b>Unit 3: Introduction to Travel and Tourism</b>		
	1.	Explore travel locations worldwide.
	2.	Discuss the requirements of becoming an accredited travel agency and/or tour guide.
	3.	Demonstrate activities associated with organizing, booking, and conducting group tours.
	4.	Identify state and local attractions and explain the correlation to travel and tourism.
<b>Unit 4: Customer Service</b>		
	1.	Demonstrate effective customer service skills.
	2.	Demonstrate communication skills related to customer service.
<b>Unit 5: Lodging: Organization and Operation</b>		
	1.	Classify and describe the different departments and their functions.
	2.	Identify the responsibilities and basic tasks of front office operations.
	3.	Identify and describe the job functions of positions that report through the front office.
	4.	Describe the duties and procedures used by the housekeeping department.
	5.	Identify and explain the role of the facilities management department.
	6.	Explain the role of safety and security in protecting people and property during criminal, severe weather, and emergency situations.
	7.	Apply security procedures to protect property of customers and employees.

<b>Unit 6: Food and Beverage Operations</b>	
1.	Explain the role of food service within the hospitality industry.
2.	Demonstrate proper techniques for food service.
<b>Unit 7: ServSafe Food Handler</b>	
1.	Discuss the importance of food safety.
2.	Describe the importance of good personal hygiene.
3.	Identify the proper methods for controlling time and temperature for food safety.
4.	Discuss and demonstrate the proper methods for preventing cross contamination.
5.	Demonstrate proper cleaning and sanitizing techniques.
<b>Unit 8: Event Management</b>	
1.	Identify the various types of meetings, conventions, and special events and explain the importance of each.
2.	Discuss the importance of maintaining stakeholder relationships (i.e., community, vendors, public officials, media, etc.).
3.	Research career opportunities in the event industry.
<b>Unit 9: Cruise Ships, Resorts, and Gaming</b>	
1.	Identify and explain the purpose of resorts.
2.	Identify the role of cruise ships in the hospitality and tourism industry, the types of ships, types of cruises, and the target customer market for each.
3.	Describe the scope of the gaming industry.
<b>Unit 10: Technology</b>	
1.	List and describe the types and functions of customer relationship management systems.
2.	List and describe the types and functions of safety and security systems.
3.	List and describe the types and functions of sales and accounting management systems.
4.	List and describe the types and functions of cost and labor reduction systems.
5.	List and describe the types and functions of systems that enhance the customer experience.
<b>Unit 11: Sales and Marketing</b>	
1.	Identify and explain the role of sales.
2.	Research and discuss the role of marketing.

<b>Unit 12: Human Resources and Management</b>		
	1.	Demonstrate proper management skills.
	2.	Discuss the role of leadership and demonstrate high-quality leadership skills.
	3.	Demonstrate appropriate processes and methods used by managers to communicate with employees.
	4.	Research and discuss the purpose of the human resources department and how human resources are utilized in a leadership position.
<b>Unit 13: Safety and Risk Management</b>		
	1.	Identify and explain the purpose of maintaining a safe, healthy environment for customers and employees.
	2.	Describe the processes used to maintain a safe and healthy environment for customers and employees.
	3.	Identify the procedures to follow in the event of a fire.
	4.	Examine the regulations for hazardous chemicals.
	5.	Explain general guidelines for handling medical emergencies and contingency procedures for other emergencies.
<b>Unit 14: Accounting and Operational Finance</b>		
	1.	Apply proper accounting techniques in the collection and finalization of all customer accounts.
	2.	Explain the financial processes and identify when each process should occur during the guest cycle.
	3.	Identify the financial processes and identify when each should occur during the financial reporting cycle.
<b>Unit 15: Management's Role in Marketing</b>		
	1.	Discuss the management responsibilities of marketing.
	2.	Develop advertising campaigns using appropriate media.
	3.	Develop a promotional campaign using a promotional mix.
<b>Unit 16: Employability Skills and Opportunities</b>		
	1.	Research and apply for current available jobs in the industry.
	2.	Apply the proper business etiquette skills needed for employability.

## Appendix: Common Career Technical Core

	Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Standards</b>																	
HT Hospitality and Tourism		X	X		X	X			X		X	X	X	X		X	X
HT-LOD Lodging					X	X					X	X	X	X	X	X	X
HT-REC Recreation, Amusements, and Attractions				X	X					X	X	X	X	X		X	X
HT-RFB Restaurants and Food/Beverage Services					X		X	X	X		X	X	X	X		X	X
HT-TT Travel and Tourism				X	X				X		X	X	X	X		X	X

### HT-Hospitality and Tourism Career Cluster

- HT 1.1:** Demonstrate knowledge of marketing techniques commonly used in the hospitality and tourism industry to sell a product or service.
- HT 1.2:** Identify effects of the economy on the hospitality and tourism industry to effectively plan products and services.
- HT 2.1:** Identify management styles within a variety of organizational structures.
- HT 2.2:** Trace the development of the hospitality and tourism industry to understand the overall structure.
- HT 3.1:** Use customer comments to guide customer satisfaction policies.
- HT 3.2:** Integrate the principles of customer service to positively impact organizational performance.
- HT 3.3:** Identify and compare services and products from related industries to understand how they affect hospitality and tourism products and services.
- HT 4.1:** State the rationale for rules and laws designed to promote safety and health in the workplace.
- HT 4.2:** Assess workplace conditions with regard to safety and health.
- HT 4.3:** Demonstrate application of legal policies to comply with laws regarding hiring, harassment, and safety issues.
- HT 5.1:** Outline safety and security issues for individuals and groups to minimize risks.
- HT 5.2:** Identify resources to utilize in various emergency situations for self, co-workers, and guests/customers.
- HT 5.3:** Create response plans to cope with hazards and emergency situations applicable to the hospitality and tourism industries.
- HT 6.1:** Research career opportunities based upon their fit with personal career goals in the hospitality and tourism industries.

- HT 6.2:** Match personal interests and aptitudes to careers in the hospitality and tourism industry when researching opportunities within the pathways.
- HT 6.3:** Examine entry-level, skilled level and supervisory positions and the qualifications and skills needed for different levels of hospitality and tourism employment.
- HT 6.4:** Develop a career plan for advancement in hospitality and tourism careers.
- HT 6.5:** Identify ethical issues and concerns in the hospitality and tourism career field.

## **HT-LOD Lodging Career Pathway**

- HT-LOD 1.1:** Demonstrate the proper use of telecommunications equipment to manage calls.
- HT-LOD 1.2:** Utilize telephone and facsimile resources to optimize guest service.
- HT-LOD 1.3:** Evaluate current and emerging technological services to improve guest service.
- HT-LOD 2.1:** Describe how the housekeeping department in hotel operations is organized and divides responsibilities.
- HT-LOD 2.2:** Create standards and procedures for effective housekeeping operations.
- HT-LOD 2.3:** Identify the cleaning responsibilities of housekeeping for guestrooms, public areas, back-of-house and other facilities.
- HT-LOD 2.4:** Explain the use of productivity standards to guide cleaning personnel in time-based housekeeping tasks
- HT-LOD 2.5:** Explain the use of frequency schedules to maintain cleaning standards.
- HT-LOD 2.6:** Describe the use of the room status report in the housekeeping department.
- HT-LOD 2.7:** Conduct a physical inventory.
- HT-LOD 3.1:** Distinguish between fixed and variable staff positions.
- HT-LOD 3.2:** Set staffing schedules for fixed and variable staff based on required labor hours and occupancy levels to balance labor costs and occupancy.
- HT-LOD 4.1:** Research the major duties and qualifications for managerial positions common to lodging back-of-the-house operations to guide career choices.
- HT-LOD 4.2:** Research the major duties and qualifications for lodging managerial positions common to lodging front-of-the-house operations to guide career choices.
- HT-LOD 4.3:** Contrast entry-level, skilled level and managerial positions in the lodging industry to distinguish qualifications and characteristics needed for each type of position.
- HT-LOD 5.1:** Examine an independently owned lodging facility to distinguish it from other types of lodging.
- HT-LOD 5.2:** Examine a chain-affiliated lodging facility to distinguish it from other types of lodging.
- HT-LOD 6.1:** Describe how the essential departments of a lodging operation work cooperatively to meet guest service standards.
- HT-LOD 6.2:** Analyze the organization and structure of different types of lodging.
- HT-LOD 6.3:** Explain the lodging product.
- HT-LOD 7.1:** Describe the necessary information during the registration process to correctly register guests.
- HT-LOD 7.2:** Explain how room rates are established and assigned.  
Explain how availability, room status and other operating guidelines affect the assignment of guestrooms.

- HT-LOD 7.3:** Explain how availability, room status and other operating guidelines affect the assignment of guestrooms.
- HT-LOD 7.4:** Explain how methods of payment are established with arriving guests to clarify payment procedures.
- HT-LOD 7.5:** Explain how a property's computer system is used to create guest accounts.
- HT-LOD 7.6:** Explain the importance of check-out procedures, including verifying settlement of accounts, to ensure guest satisfaction.
- HT-LOD 7.7:** Explain account settlement procedures for different types of payment.
- HT-LOD 8.1:** Identify the different types of reservations used to meet different guest needs.
- HT-LOD 8.2:** Identify common sources used to make lodging reservations.
- HT-LOD 8.3:** Explain how a computer system is used to process or change reservations.
- HT-LOD 8.4:** Explain how forecasting is used to maximize occupancy levels.
- HT-LOD 9.1:** Explain the types and functions of keys to control levels of access
- HT-LOD 9.2:** Explain how key control measures are used to protect guests.
- HT-LOD 10.1:** Describe the role of a cashier in facilitating cash control.
- HT-LOD 11.1:** Explain procedures for controlling access of safe deposit boxes to minimize losses.
- HT-LOD 11.2:** Describe procedures for controlling lost and found items.
- HT-LOD 11.3:** Identify access control procedures to enhance guest safety.
- HT-LOD 12.1:** Describe the rules regarding the rights and liabilities of innkeepers under the common law system.
- HT-LOD 12.2:** Describe a property's duty to receive guests and the circumstances under which it can refuse to accommodate potential guests or evict guests.
- HT-LOD 12.3:** Explain how the American with Disabilities Act (ADA), Title III affects lodging establishments.

### **HT-REC Recreation, Amusements, and Attractions Career Pathway**

- HT-REC 1.1:** Research various operating units in the pathway to distinguish the particular characteristics of each venue.
- HT-REC 1.2:** Compare venues and the unique organizational structure of various operating units.
- HT-REC 1.3:** Summarize unique career opportunities in recreation, amusements, and attractions by gathering occupational information for each venue.
- HT-REC 2.1:** Utilize guidelines for access control to determine guest and group admission procedures.
- HT-REC 2.2:** Apply traffic control procedures to facilitate movement of people and vehicles.
- HT-REC 2.3:** Monitor traffic control issues to manage congestion.
- HT-REC 3.1:** Evaluate maintenance issues to determine if special training of personnel is required.
- HT-REC 3.2:** Research ideas needed to develop programs and/or products unique to each venue.
- HT-REC 4.1:** Research guest safety and security issues unique to each venue to create safety guidelines.

**HT-REC 4.2:** Research employee safety and security issues unique to each venue to create safety guidelines.

**HT-REC 4.3:** Examine equipment safety, functionality, and durability to protect guests and minimize replacement costs.

**HT-REC 4.4:** Evaluate methods for equipment maintenance and repair to minimize down time.

**HT-REC 5.1:** Formulate methods of resolution and/or alternatives to potential safety hazards.

**HT-REC 5.2:** Identify sources of assistance to utilize in emergency situations for self, co-workers and customers/guests.

**HT-REC 6.1:** Disseminate information to customers addressing potential safety hazards and security issues.

**HT-REC 7.1:** Research various methods of ticket pricing and sales to maximize sales.

**HT-REC 7.2:** Identify types and structure of admission ticket distribution channels.

**HT-REC 8.1:** Prepare introductory information about a facility to distribute to guests.

**HT-REC 8.2:** Prepare maps and diagrams of a facility to distribute to the guests.

**HT-REC 8.3:** Identify information from non-public sources and locations needed to serve guests.

**HT-REC 8.4:** Summarize the policies and procedures used to ensure guest safety.

**HT-REC 9.1:** Describe the use of market segmentation to design marketing plans.

**HT-REC 9.2:** Describe the impact of seasonality on the design of marketing plans.

**HT-REC 9.3:** Describe the ways to incorporate a loyalty program into the marketing plan.

**HT-REC 9.4:** Describe collaboration with other entities to provide an inclusive product or service.

**HT-REC 9.5:** Identify a process to expose the public to a new product or service.

**HT-REC 10.1:** Summarize merchandising and retail outlet opportunities to predict types of available products.

**HT-REC 10.2:** Research ideas needed to develop programs and/or products unique to each venue.

**HT-REC 11.1:** Compare various operating methods of a recreational facility to distinguish characteristics of recreation.

**HT-REC 11.2:** Describe operational methods used at a recreational venue.

**HT-REC 11.3:** Describe operational methods used at an attraction venue.

**HT-REC 11.4:** Describe operational methods used at an amusement venue.

**HT-REC 11.5:** Evaluate the 'Design Day Specifications' to best utilize a facility.

## **HT-RFB Restaurants and Food/Beverage Services Career Pathway**

**HT-RFB 1.1:** Utilize comments and suggestions from the customer service area to formulate improvements and ensure guest satisfaction.

**HT-RFB 1.2:** Comply with laws regarding hiring, harassment, and safety issues.

**HT-RFB 1.3:** Apply ethical and legal guidelines as they relate to restaurants and food and beverage services job performance.

**HT-RFB 1.4:** Identify ethical issues and model ethical behavior in the workplace.

**HT-RFB 2.1:** Identify sanitation procedures to ensure facility compliance with health codes.

**HT-RFB 2.2:** Identify overall safety procedures necessary to maintain a safe work area.

**HT-RFB 2.3:** Demonstrate emergency and first-aid knowledge and procedures applicable to the workplace.

**HT-RFB 3.1:** Utilize facts and statistics retrieved from ethnic and geographical studies in a service environment.

**HT-RFB 4.1:** Model leadership and teamwork qualities to aid in employee retention.

**HT-RFB 4.2:** Formulate staff development plans to create an effective working team.

**HT-RFB 4.3:** Make staffing decisions based on proven managerial skills to improve staff performance.

**HT-RFB 4.4:** Establish and maintain effective working relationships with all levels of personnel and other departments to provide effective services to guests.

**HT-RFB 5.1:** Interpret calculations of food, labor, and pricing to ensure profitability.

**HT-RFB 5.2:** Compare alternative ways of marketing to develop a promotional package.

**HT-RFB 5.3:** Anticipate future needs using information about current trends that contribute to effectively price and market food and beverage offerings.

**HT-RFB 5.4:** Discuss sustainable practices and how it impacts profitability and customer demands (i.e., locally grown products, organics, recycled or recyclable products).

**HT-RFB 6.1:** Identify potential uses of computers and software to provide guest and food services.

**HT-RFB 7.1:** Use software applications to manage food service operations.

**HT-RFB 7.2:** Retrieve website information to use in menu planning, recipes and for product information.

**HT-RFB 8.1:** Implement operating procedures to comply with company requirements.

**HT-RFB 8.2:** Evaluate prepared foods for quality and presentation to meet quality standards.

**HT-RFB 8.3:** Prepare nutritional, quality foods utilizing basic food knowledge.

**HT-RFB 8.4:** Determine the appropriate type of food service to provide quality customer service.

**HT-RFB 8.5:** Evaluate types of kitchen equipment to match the correct cooking methodology.

**HT-RFB 8.6:** Describe the role of the menu as a marketing and planning tool.

**HT-RFB 9.1:** Identify steps needed to obtain a job in the restaurant and food service industry.

**HT-RFB 9.2:** Identify behaviors and personal habits needed to retain a job in the restaurant and food service industry.

**HT-RFB 9.3:** Examine career opportunities available in restaurants and food service operations.’

**HT-RFB 9.4:** Differentiate career opportunities in restaurant and food service operations in the various industry sectors (e.g., independent vs. chain operations).

**HT-RFB 10.1:** Interpret and use tables, charts, and figures.

**HT-RFB 10.2:** Understand verbal and nonverbal communications to provide a positive experience for guest.

**HT-RFB 10.3:** Manage unexpected situations to ensure continuity of quality services.

**HT-RFB 10.4:** Use basic academic skills to perform effectively in the workplace.

## **HT-TT Travel and Tourism Career Pathway**

**HT-TT 1.1:** Disseminate travel related information from a variety of domestic and international sources.

**HT-TT 1.2:** Show competence in incorporating or applying multiple time zones, climate, and seasons to create travel products.

**HT-TT 1.3:** Gather information from a variety of domestic and international sources using tools such as the Internet and maps.

**HT-TT 2.1:** Utilize unit conversion skills to provide travel distance and economic information about other countries.

**HT-TT 2.2:** Interpret World Time Zones to provide travel information about other countries.

**HT-TT 3.1:** Compare idioms from various areas or regions to appreciate the nuances of language.

**HT-TT 3.2:** Summarize the significance of body language and personal space in different cultures.

**HT-TT 3.3:** Research behaviors and dress in other areas, regions, and countries to appreciate lifestyle preferences.

**HT-TT 3.4:** Research cultural expectations of other areas, regions, and countries to help avoid social improprieties.

**HT-TT 4.1:** Recognize potential, real, and perceived natural, social, or terrorism emergency situations to respond appropriately.

**HT-TT 4.2:** List safety, health and security issues for individuals and groups traveling to multiple environments to minimize risks.

**HT-TT 5.1:** Formulate methods of resolution and/or alternatives to eliminate potential safety hazards.

**HT-TT 5.2:** Identify sources of assistance to utilize in emergency situations for self, co-workers, and customers/guests.

**HT-TT 5.3:** Develop procedures to educate customers about identified safety and security issues.

**HT-TT 6.1:** Define acronyms and abbreviations used in travel and tourism activities to enhance guest/customer services.

**HT-TT 6.2:** Utilize travel and tourism terms appropriately to guide customizing services for guests.

**HT-TT 6.3:** Describe the resources used by travel agents.

**HT-TT 7.1:** Compare and contrast diverse transportation options to increase customer choices.

**HT-TT 7.2:** Compare and contrast diverse lodging options to increase customer choice.

**HT-TT 7.3:** Examine elements of a dining experience expected to satisfy guests at varied facilities such as a boardwalk vendor, cruise ship, chain restaurant and five-star dining facility.

**HT-TT 7.4:** Integrate various and diverse elements of the travel and tourism industry to create a personalized travel experience for a customer.

**HT-TT 8.1:** Describe the role of the service provider to ensure customer satisfaction.

**HT-TT 8.2:** Collaborate with related industries to provide an inclusive product to the customer.

**HT-TT 9.1:** Identify local and regional tourism activities that involve more than one business or organization to develop a resource base.

**HT-TT 9.2:** Identify the primary resources or core competencies of tourism-related organizations or businesses to best utilize available resources.

**HT-TT 9.3:** Identify local and regional tourism issues to determine the impact of each issue on related businesses/organizations.

**HT-TT 10.1:** Research and summarize discretionary factors that influence travel decisions.

**HT-TT 10.2:** Identify customer preferences and limitations to create the best package for the vendor and the customer.

**HT-TT 11.1:** Create promotional messages that appeal to various market sub-sector members.

**HT-TT 11.2:** Modify products for your audience using key information elements.

**HT-TT 12.1:** Communicate details and points of attraction with enthusiasm.

**HT-TT 12.2:** Utilize alternate media venues to promote the product or service to the customer/guest.

**HT-TT 12.3:** Utilize alternate communication services to assist customers with specialized needs.

**HT-TT 12.4:** Utilize phrasing and other methods for communication that dispel misunderstandings and diffuse difficult situations.