

## Hospitality & Tourism Career Cluster

### 1. Describe the key components of marketing and promoting hospitality and tourism products and services.

HT 1.1: Demonstrate knowledge of marketing techniques commonly used in the hospitality and tourism industry to sell a product or service.

*Sample Indicators:*

- *Identify the elements of marketing.*
- *Compare/contrast different marketing packets.*
- *Develop strategies for making a sale.*

HT 1.2: Identify effects of the economy on the hospitality and tourism industry to effectively plan products and services.

*Sample Indicators:*

- *Describe how economics applies to the hospitality and tourism industry.*
- *Discuss the importance of the hospitality and tourism industry to the U.S. economy.*
- *Explain the effects that supply and demand have on the hospitality and tourism industry.*

### 2. Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.

HT 2.1: Identify management styles within a variety of organizational structures.

*Sample Indicators:*

- *Define industry management terms including yield, yield management, no-show, discount inventory control, overbooking and spoilage.*
- *Compare/contrast management of different organizational structures including independently owned, chain-affiliated and corporations in the industry.*

HT 2.2: Trace the development of the hospitality and tourism industry to understand the overall structure.

*Sample Indicators:*

- *Discuss the current trends in society and how they affect hospitality and tourism.*

### 3. Demonstrate hospitality and tourism customer service skills that meet customers' needs.

HT 3.1: Use customer comments to guide customer satisfaction policies.

*Sample Indicators:*

- *Assess the importance of customer satisfaction.*
- *Devise strategies for maximizing customer satisfaction.*
- *Role-play customer dissatisfaction scenarios.*

HT 3.2: Integrate the principles of customer service to positively impact organizational performance.

*Sample Indicators:*

- *Describe how customer service affects a company's bottom line.*

HT 3.3: Identify and compare services and products from related industries to understand how they affect hospitality and tourism products and services.

*Sample Indicators:*

- *No Sample Indicators.*

#### **4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.**

HT 4.1: State the rationale for rules and laws designed to promote safety and health in the workplace.

*Sample Indicators:*

- *Identify key rights of employees related to occupational safety and health.*
- *Identify the responsibilities of employers related to occupational safety and health.*
- *Explain the role of government agencies in providing a safe workplace.*
- *Illustrate compliance with OSHA safety regulations and practices.*

HT 4.2: Assess workplace conditions with regard to safety and health.

*Sample Indicators:*

- *Follow industry standards to comply with safety regulations and practices.*
- *Review safety and sanitation procedures applicable to the workplace.*

HT 4.3: Demonstrate application of legal policies to comply with laws regarding hiring, harassment and safety issues.

*Sample Indicators:*

- *No Sample Indicators.*

#### **5. Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.**

HT 5.1: Outline safety and security issues for individuals and groups to minimize risks.

*Sample Indicators:*

- *Create a solution to guest/customer exposure to a health hazard.*
- *Identify ways to manage guests/customers facing a threat.*
- *Identify ways to prevent common safety hazards.*
- *Develop and role play mock emergency situations.*
- *Create a plan of action to manage guests with special needs (disabilities, handicap accessibility, etc.).*

HT 5.2: Identify resources to utilize in various emergency situations for self, co-workers and guests/customers.

*Sample Indicators:*

- *Detail steps to use in medical emergencies.*
- *List resources for assistance with environmental issues.*
- *Name the resources for assistance in crimes or accidents.*
- *Detail how to access help in a terrorist situation.*

HT 5.3: Create response plans to cope with hazards and emergency situations applicable to the hospitality and tourism industries.

*Sample Indicators:*

- *No Sample Indicators.*

## **6. Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.**

HT 6.1: Research career opportunities based upon their fit with personal career goals in the hospitality and tourism industries.

*Sample Indicators:*

- *Locate and interpret career information for at least one career cluster.*
- *Identify job requirements for career pathways.*
- *Identify educational and credentialing requirements for career cluster and pathways.*

HT 6.2: Match personal interests and aptitudes to careers in the hospitality and tourism industry when researching opportunities within the pathways.

*Sample Indicators:*

- *Identify personal interests and aptitudes.*
- *Identify job requirements and characteristics of selected careers.*
- *Compare personal interests and aptitudes with job requirements and characteristics of career selected.*
- *Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics.*

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.

*Sample Indicators:*

- *No Sample Indicators.*

HT 6.4: Develop a career plan for advancement in hospitality and tourism careers.

*Sample Indicators:*

- *No Sample Indicators.*

HT 6.5: Identify ethical issues and concerns in the hospitality and tourism career field.

*Sample Indicators:*

- *List ethical liability issues that are specific to hospitality and tourism.*
- *Discuss solutions to various ethical issues and concerns.*

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

### **1. Use various communication technologies to accomplish work tasks in lodging facilities.**

HT-LOD 1:1: Demonstrate the proper use of telecommunications equipment to manage calls.

*Sample Indicators:*

- *Describe the functions of a call accounting system.*
- *Describe the functions of automatic call dispensing and automatic call detection features.*

HT-LOD 1:2: Utilize telephone and facsimile resources to optimize guest service.

*Sample Indicators:*

- *Detail the types of incoming calls.*
- *Outline procedures for processing messages for guests.*
- *Outline how faxes for guests are handled by lodging staff.*
- *Describe how wake-up calls are delivered through the telecommunication system.*

HT-LOD 1:3: Evaluate current and emerging technological services to improve guest service.

*Sample Indicators:*

- *Explain how voice mail systems meet guest needs.*
- *Explain how internet services meet guest needs.*
- *Explain how TDD systems meet the needs of disabled guests.*
- *Explain how emerging technology for telecommunications services enhances the guest experience.*

### **2. Explain the role and importance of housekeeping operations to lodging facility.**

HT-LOD 2.1: Describe how the housekeeping department in hotel operations is organized and divides responsibilities.

*Sample Indicators:*

- *Discuss the responsibilities of room cleaning, public areas, laundry and other areas of the housekeeping department.*

HT-LOD 2.2: Create standards and procedures for effective housekeeping operations.

*Sample Indicators:*

- *Summarize how housekeeping standards are to be used to guide the daily tasks of housekeeping personnel.*
- *Identify the standards to be followed for guestroom cleaning and the public areas of the lodging facility.*

**HT-LOD 2.3:** Identify the cleaning responsibilities of housekeeping for guestrooms, public areas, back-of-house and other facilities.

*Sample Indicators:*

- *Demonstrate the cleaning process in each area.*

**HT-LOD 2.4:** Explain the use of productivity standards to guide cleaning personnel in time-based housekeeping tasks.

*Sample Indicators:*

- *Estimate time for cleaning each area of the lodging facility.*

**HT-LOD 2.5:** Explain the use of frequency schedules to maintain cleaning standards.

*Sample Indicators:*

- *Describe how frequency schedules are determined for guestroom cleaning and for cleaning all other areas of the lodging facility.*

**HT-LOD 2.6:** Describe the use of the room status report in the housekeeping department.

*Sample Indicators:*

- *Describe the criteria used to assign guestrooms for cleaning.*

**HT-LOD 2.7:** Conduct a physical inventory.

*Sample Indicators:*

- *Distinguish between recycled and non-recycled inventories.*
- *Calculate the number of linens needed for full occupancy.*
- *Establish order points for non-recycled inventory based on minimum and maximum quantities.*

### **3. Allocate staff positions to meet the needs of various lodging departments.**

**HT-LOD 3.1:** Distinguish between fixed and variable staff positions.

*Sample Indicators:*

- *Define fixed labor as it applies to housekeeping.*
- *Define variable labor as it applies to housekeeping.*

**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.

*Sample Indicators:*

- *Determine labor hours required for each level of occupancy.*

- *Determine number of employees to schedule at each level of occupancy.*
- *Calculate estimated labor expenses at each level of occupancy.*
- *Create work schedules for housekeeping staff.*

#### **4. Describe the role and responsibilities of lodging managers.**

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.

*Sample Indicators:*

- *Examine the characteristics of chief engineers, food and beverage managers, controllers and information technology managers.*
- *Describe the characteristics of lodging supervisory positions and personnel.*

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.

*Sample Indicators:*

- *Examine the characteristics of general, catering, human resource, marketing, sales and resident managers to facilitate selection of career choices.*
- *Describe the major duties for each type of manager.*

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.

*Sample Indicators:*

- *No Sample Indicators.*

#### **5. Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities.**

HT-LOD 5.1: Examine an independently owned lodging facility to distinguish it from other types of lodging.

*Sample Indicators:*

- *List three advantages of an independently owned facility.*
- *List three disadvantages to an independently owned lodging facility.*
- *Explain the use of referrals among independently owned facilities.*

HT-LOD 5.2: Examine a chain-affiliated lodging facility to distinguish it from other types of lodging.

*Sample Indicators:*

- *List three advantages of a chain-affiliated facility.*
- *List three disadvantages of a chain-affiliated lodging facility.*
- *Explain the relationship of owners to management companies.*

## 6. Analyze the departmental interrelationships of a lodging facility.

HT-LOD 6.1: Describe how the essential departments of a lodging operation work cooperatively to meet guest service standards.

*Sample Indicators:*

- *Identify the essential departments of the lodging business and describe the functions/responsibilities/activities of each.*

HT-LOD 6.2: Analyze the organization and structure of different types of lodging.

*Sample Indicators:*

- *Identify the general classifications of the lodging businesses and describe their distinctive features (i.e., airport, resort, bed and breakfast, conference, casino, etc.)*
- *Describe the role of hotel management contracts.*

HT-LOD 6.3: Explain the lodging product.

*Sample Indicators:*

- *Identify the components of the lodging product.*
- *Describe the role services play in the lodging product.*
- *Explain the role physical facilities play in creating the lodging product.*
- *Describe the types of room accommodations.*

## 7. Explain various check-in and check-out procedures used in the lodging industry.

HT-LOD 7.1: Describe the necessary information during the registration process to correctly register guests.

*Sample Indicators:*

- *Check for pre-registration information.*
- *Verify guest registration card is completed.*
- *Identify the length of stay.*
- *Identify the method of payment.*

HT-LOD 7.2: Explain how room rates are established and assigned.

*Sample Indicators:*

- *Specify a standard rate.*
- *List special room rates.*
- *Describe rates that include meal plans, such as the American Plan, the Modified American Plan and the European Plan.*
- *Demonstrate an "upsell" to arriving guests.*

HT-LOD 7.3: Explain how availability, room status and other operating guidelines affect the assignment of guestrooms.

*Sample Indicators:*

- *Determine when a room is available for sale.*
- *Issue keys or electronic keycards to registering guests using standard guidelines.*
- *Use property maps to direct guests to their room locations.*

**HT-LOD 7.4:** Explain how methods of payment are established with arriving guests to clarify payment procedures.

*Sample Indicators:*

- *Describe common payment methods for arriving guests.*
- *Demonstrate procedure for accepting payment by check.*
- *Demonstrate procedure for accepting payment by credit card.*
- *Describe special payment methods.*

**HT-LOD 7.5:** Explain how a property's computer system is used to create guest accounts.

*Sample Indicators:*

- *Identify different types of accounts.*
- *Identify types of charges that can be posted to accounts.*
- *Explain how account entries are made through front desk terminals and remote point-of-sale terminals.*

**HT-LOD 7.6:** Explain the importance of check-out procedures, including verifying settlement of accounts, to ensure guest satisfaction.

*Sample Indicators:*

- *Inquire about recent charges.*
- *Post outstanding charges to guest accounts.*
- *Verify account information.*
- *Check for mail, messages and faxes.*
- *Check for safe deposit or in-room safe keys*
- *Secure the room key or electronic keycard.*

**HT-LOD 7.7:** Explain account settlement procedures for different types of payment.

*Sample Indicators:*

- *Verify the method of payment established at registration.*
- *Process account payments for guests using cash.*
- *Process account payments for guests using credit cards.*
- *Process account payments for guests using direct billing arrangements.*
- *Present the account for payment to the guest.*
- *Update the room's status through the property's computer system.*
- *Inquire about guest satisfaction to create a guest history record file.*

## 8. Understand reservation procedures used in the lodging industry.

HT-LOD 8.1: Identify the different types of reservations used to meet different guest needs.

*Sample Indicators:*

- *Distinguish guaranteed from non-guaranteed reservations.*
- *Contrast reservations guaranteed by credit card with reservations guaranteed by travel agents or corporations.*
- *Contrast advanced deposits with prepaid reservations.*

HT-LOD 8.2: Identify common sources used to make lodging reservations.

*Sample Indicators:*

- *Distinguish a central reservation system from a global distribution system.*
- *Identify ways guests place reservations directly with lodging properties.*
- *Explain how guests make reservations online.*

HT-LOD 8.3: Explain how a computer system is used to process or change reservations.

*Sample Indicators:*

- *Determine availability.*
- *Create a reservation record.*
- *Modify or cancel a reservation.*
- *Generate reports from reservation data.*

HT-LOD 8.4: Explain how forecasting is used to maximize occupancy levels.

*Sample Indicators:*

- *Identify information needed to forecast availability.*
- *Calculate a no-show percentage.*
- *Calculate a walk-in percentage.*
- *Calculate an overstay percentage.*
- *Calculate an understay percentage.*
- *Create a ten-day forecast.*

## 9. Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility.

HT-LOD 9.1: Explain the types and functions of keys to control levels of access.

*Sample Indicators:*

- *List three types or levels of keys used for entry.*
- *Compare/contrast the use of each.*

HT-LOD 9.2: Explain how key control measures are used to protect guests.

*Sample Indicators:*

- *Outline how access to all areas is controlled.*
- *Outline how locking systems protect guests.*
- *Outline procedures for issuing electronic keys.*

## **10. Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility.**

HT-LOD 10.1: Describe the role of a cashier in facilitating cash control.

*Sample Indicators:*

- *Demonstrate use of cash sheets to record cash collected.*
- *Demonstrate use of cash sheets to record cash paid out.*
- *Explain how cash banks are issued to cashiers.*
- *Describe how cashiers turn in cash banks and prepare cash deposits.*
- *Explain how cash banks and cashier cash deposits are reconciled.*

## **11. Explain how guests and property are protected to minimize losses or liabilities in the lodging facility.**

HT-LOD 11.1: Explain procedures for controlling access of safe deposit boxes to minimize losses

*Sample Indicators:*

- *Describe how access is given to safe deposit box.*
- *Describe how guest's identity is checked for access.*
- *Maintain the safe deposit log.*

HT-LOD 11.2: Describe procedures for controlling lost and found items.

*Sample Indicators:*

- *Identify the department responsible for securing lost and found items.*
- *Maintain a log of lost and found items.*
- *Store and secure lost and found items for required length of time.*
- *Follow property procedures for contacting guests about lost and found items.*

HT-LOD 11.3: Identify access control procedures to enhance guest safety.

*Sample Indicators:*

- *Recognize and report suspicious situations.*
- *Identify and report unauthorized and suspicious persons.*
- *Monitor entrances, elevators and stairways.*
- *Ensure limited late-night access to lobby areas.*
- *Monitor perimeter and grounds.*

## 12. Explain the basic legal issues in lodging management.

HT-LOD 12.1: Describe the rules regarding the rights and liabilities of innkeepers under the common law system.

*Sample Indicators:*

- *No Sample Indicators.*

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.

*Sample Indicators:*

- *No Sample Indicators.*

HT-LOD 12.3: Explain how the American with Disabilities Act (ADA), Title III affects lodging establishments.

*Sample Indicators:*

- *No Sample Indicators.*

## Recreation, Amusements & Attractions Career Pathway (HT-REC)

### 1. Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway.

HT-REC 1.1: Research various operating units in the pathway to distinguish the particular characteristics of each venue.

*Sample Indicators:*

- *List recreational venues.*
- *List amusement venues.*
- *List attraction venues.*

HT-REC 1.2: Compare venues and the unique organizational structure of various operating units.

*Sample Indicators:*

- *Describe characteristics unique to each venue.*
- *Describe characteristics common to each venue.*

HT-REC 1.3: Summarize unique career opportunities in recreation, amusements and attractions by gathering occupational information for each venue.

*Sample Indicators:*

- *List recreation careers.*
- *List amusement careers.*
- *List attraction careers.*

## 2. Explain admission and traffic control procedures used to manage and control individuals, groups and vehicles in recreation, amusement and attraction venues.

HT-REC 2.1: Utilize guidelines for access control to determine guest and group admission procedures.

*Sample Indicators:*

- *Identify venues that use ticket admission and how those tickets are collected.*
- *Identify venues that use membership and how the member is identified.*
- *Explain how groups are handled differently in each case.*

HT-REC 2.2: Apply traffic control procedures to facilitate movement of people and vehicles.

*Sample Indicators:*

- *Plan for effective directions and parking of vehicles.*
- *Identify a situation where the number of guests would need to be controlled and list how this would be accomplished.*

HT-REC 2.3: Monitor traffic control issues to manage congestion.

*Sample Indicators:*

- *No Sample Indicators.*

## 3. Determine the maintenance and technology needs for various recreation, amusement and attraction venues.

HT-REC 3.1: Evaluate maintenance issues to determine if special training of personnel is required.

*Sample Indicators:*

- *List maintenance issues unique to recreation.*
- *List maintenance issues unique to amusements.*
- *List maintenance issues unique to attractions.*

HT-REC 3.2: Research ideas needed to develop programs and/or products unique to each venue.

*Sample Indicators:*

- *Explain the role history might play in developing programs/exhibits/events.*
- *Explain the role various animals have in exhibit development.*
- *Explain how a theme might determine the types of products/services/events available.*

## 4. Describe safety and security issues unique to the Recreation, Amusements & Attractions Career Pathway.

HT-REC 4.1: Research guest safety and security issues unique to each venue to create safety guidelines.

*Sample Indicators:*

- *List guest safety/security issues at recreation venues.*

- *List guest safety/security issues at amusement venues.*
- *List guest safety/security issues at attraction venues.*

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

*Sample Indicators:*

- *List employee safety/security issues at recreation venues.*
- *List employee safety/security issues at amusement venues.*
- *List employee safety/security issues at attraction venues.*

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

*Sample Indicators:*

- *No Sample Indicators.*

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

*Sample Indicators:*

- *No Sample Indicators.*

## **5. Compile a resource base to manage emergency situations in recreation, amusement and attraction venues.**

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

*Sample Indicators:*

- *Create a proactive solution to address common safety hazards including lighting, sound, surface areas, political and social climate.*
- *Create a reactive solution to guests' exposure to a health hazard.*
- *Suggest ways to manage guests and groups facing safety hazards.*
- *Develop and role play mock emergency situations demonstrating caution and good judgment.*

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

*Sample Indicators:*

- *Detail three resources for assistance with communication.*
- *Name the most common source for criminal assistance.*
- *Name a resource for assistance with environmental issues.*
- *List a source for assistance with legal issues.*
- *List two sources for assistance with medical or social services.*

## 6. Identify safety and security issues for recreation, amusement and attraction venues that might require customer education.

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

*Sample Indicators:*

- *Collect safety and security information relevant to the venue.*
- *Display safety and security information and materials.*
- *Distribute safety and security information appropriately to customer/guest.*

## 7. Compare different ticket sales options to maximize revenue for recreation, amusement and attraction venues.

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

*Sample Indicators:*

- *Identify the factors necessary to consider when setting ticket prices.*
- *List various methods of selling tickets.*

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

*Sample Indicators:*

- *List ways to allocate tickets for sale.*
- *List ways to distribute tickets for delivery.*

## 8. Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

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

*Sample Indicators:*

- *List all locations a guest would need to know.*
- *Describe the guest use of each area.*
- *Identify the schedule opening and closing for each area of the facility (days/seasons).*
- *Give a short history or background of the facility if relevant.*

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

*Sample Indicators:*

- *Describe how a guest would travel through the facility.*
- *List critical locations such as restrooms, telephones, ATMs and first aid stations.*

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

*Sample Indicators:*

- *List information a guest might need that they may not have accessed.*
- *List non-public locations a customer service person would need as a resource.*

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

*Sample Indicators:*

- *Describe policies about items such as backpacks, strollers, wheelchairs, packages, high heels, etc., that would minimize damage and safety in an attraction or amusement setting.*
- *Identify emergency evacuation routes.*

## **9. Develop marketing strategies for recreation, amusement and attractions venues.**

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

*Sample Indicators:*

- *List the groups or demographics of the groups to be targeted.*
- *Describe how this factor affects the marketing strategies.*

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

*Sample Indicators:*

- *List the seasons that are most popular for each venue.*
- *Give a scenario of a 'worst' season.*

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

*Sample Indicators:*

- *List ways to entice the customer to return.*
- *Give methods to convince customers to refer others to the facility.*

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

*Sample Indicators:*

- *Detail ways to set up a marketing partnership.*
- *Describe the process to create a tourism experience package with other businesses.*

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

*Sample Indicators:*

- *List methods to announce a new product to the public.*
- *List ways to communicate a new product or service to current customers.*

## 10. Analyze the merchandising, program and product potential for different recreation, amusement and attraction venues.

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

*Sample Indicators:*

- Describe retail opportunities possible at each venue.
- List types of merchandise that may be available at each venue.

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

*Sample Indicators:*

- Explain the role history might play in developing programs/exhibits/events.
- Explain the role various animals have in exhibit development.
- Explain how a theme might determine the types of products/services/events available.

## 11. Compare and contrast various types of recreation, amusement and attraction venues.

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

*Sample Indicators:*

- List three ways to organize a business to provide recreational options for guests.
- Describe the benefits and disadvantages of each method.
- Name various types of recreation facilities.

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

*Sample Indicators:*

- List three ways to organize a museum.
- Detail the benefits and disadvantages of each method.
- Name various types of museums.

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

*Sample Indicators:*

- Name two business methods for operating historic attractions.
- List three methods for operating an amusement attraction.
- List three business methods for operating an educational attraction.
- Describe the benefits and disadvantages of each method.

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

*Sample Indicators:*

- Detail characteristics unique to the gaming venue.
- Describe the organizational requirements for operating a casino.

- *List the benefits and disadvantages such management would encounter.*

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

*Sample Indicators:*

- *List the factors that influence the capacity of the facility.*
- *Name the factors that influence the attendance of your customers.*
- *Cite the methods of adjusting the design of a facility to accommodate the normal day, a slow day and a super busy day.*

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

### **1. Describe ethical and legal responsibilities in food and beverage service facilities.**

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

*Sample Indicators:*

- *Detail ways to achieve a high rate of positive comments.*
- *Get regular feedback from guests and staff.*

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

*Sample Indicators:*

- *Demonstrate understanding of legal interviewing processes.*
- *Outline how harassment and stereotyping can create an unhealthy work environment.*
- *Define legal and ethical responsibilities for safety procedures.*
- *Interpret worker's compensation requirements and forms.*

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

*Sample Indicators:*

- *Identify ethical and legal situations that occur in the workplace.*
- *Relate appropriate response to legal/ethical infractions in the workplace.*

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

*Sample Indicators:*

- *Integrate guideline for ethical treatment in the workplace.*
- *Discuss how ethical issues and concerns affect a career field.*

### **2. Demonstrate safety and sanitation procedures in food and beverage service facilities.**

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

*Sample Indicators:*

- *Outline compliance requirements of sanitation and health inspections.*
- *Show exemplary appearance and hygiene.*
- *Illustrate correct use of knives and kitchen equipment.*
- *Use protective gloves and clothing.*
- *Demonstrate correct food handling and production techniques.*

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

*Sample Indicators:*

- *Practice appropriate safety and health procedures.*
- *Apply hazardous material practices and procedures for the handling and disposing of chemicals.*

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

*Sample Indicators:*

- *No Sample Indicators.*

### **3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.**

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

*Sample Indicators:*

- *Identify ethnicities and their dining habits and rules.*
- *Identify countries and their native food resources.*

### **4. Demonstrate leadership qualities and collaboration with others.**

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

*Sample Indicators:*

- *Detail ways to minimize staff turnover.*

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

*Sample Indicators:*

- *Conduct thorough orientation for new staff.*
- *Detail elements involved in new orientation.*
- *Conduct regular training and coaching of staff.*
- *Explain human relations policies and procedures.*

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

*Sample Indicators:*

- *Conduct regular reviews of staff.*
- *Utilize leadership skills to create motivation for change.*

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

*Sample Indicators:*

- *Use people skills to build effective working relationships.*
- *Learn conflict management skills to facilitate solutions.*

## **5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.**

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

*Sample Indicators:*

- *Calculate food cost and determine ways to meet goals.*
- *Calculate labor cost and determine ways to meet goals.*
- *Determine the values of inventory or stock.*
- *Determine menu pricing.*
- *Define portion control.*

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

*Sample Indicators:*

- *Develop promotional materials.*
- *Create methods to market materials.*

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

*Sample Indicators:*

- *Demonstrate awareness of operational needs.*
- *Demonstrate awareness of capabilities and limitations of the operation.*

**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).

*Sample Indicators:*

- *No Sample Indicators*

## **6. Explain the benefits of the use of computerized systems to manage food service operations and guest service.**

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

*Sample Indicators:*

- *Demonstrate use of point of sale (POS) systems.*
- *Demonstrate basic computer applications.*
- *Demonstrate use of computer programs used for food production.*

## **7. Utilize technical resources for food services and beverage operations to update or enhance present practice.**

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

*Sample Indicators:*

- *Demonstrate the use of software programs for human resource management.*
- *Demonstrate the use of software programs for inventory control, point of sale, profit loss, etc.*

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

*Sample Indicators:*

- *Access relevant websites.*
- *Download recipes.*
- *Bookmark websites.*

## **8. Implement standard operating procedures related to food and beverage production and guest service.**

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

*Sample Indicators:*

- *Detail operating procedures for food quality.*
- *Detail operating procedures for food presentation.*
- *Describe customer service table standards.*

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

*Sample Indicators:*

- *Show consistent appearance in prepared foods.*
- *Detail ways to monitor quality of prepared food.*

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

*Sample Indicators:*

- *Explain the use of a variety of sauces.*
- *Choose appropriate cooking procedures (sauté, broil, bake, etc.).*
- *Employ knowledge of nutritional values.*
- *Exhibit high quality food presentation.*

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

*Sample Indicators:*

- *Detail characteristics of French, Russian, Bistro style and other forms of service.*
- *Identify types of dining utensils and proper uses.*
- *Show proper set up procedures for dining room/counter.*
- *Explain menu items.*
- *Detail the process of upselling and other forms of marketing at tableside.*

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

*Sample Indicators:*

- *Use pots and pans for different food preparations.*
- *Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.).*

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

*Sample Indicators:*

- *Explain the importance of the menu.*
- *Detail the menu's role in communicating an image.*

## **9. Describe career opportunities and qualifications in the restaurant and food service industry.**

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

*Sample Indicators:*

- *Outline a plan for an effective job search.*
- *Write a resume that lists skills and competencies.*
- *Role play a job interview.*
- *Explain follow-up steps for a job interview.*

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

*Sample Indicators:*

- *Develop a list of workplace rules and regulations.*
- *Identify and give examples of positive work attitudes.*
- *Make a list of qualities of successful food service employees.*

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

*Sample Indicators:*

- *List the qualifications for various careers in the food service industry.*
- *Describe major duties/tasks for each job option.*
- *Identify careers related to family and consumer sciences in the field of culinary arts.*

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

*Sample Indicators:*

- *List various types of food service operations.*
- *List advantages/disadvantages of different sectors.*

## **10. Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.**

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

*Sample Indicators:*

- *No Sample Indicators.*

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

*Sample Indicators:*

- *Recognize and respond to guests' needs and nonverbal cues.*
- *Interpret verbal and nonverbal behaviors to enhance communications with coworkers and customers/guests.*
- *Listen and understand others.*

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

*Sample Indicators:*

- *Identify the problem and possible solutions and decide on a course of action to resolve unexpected situations.*
- *Provide feedback to management in order to enhance operations.*

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

*Sample Indicators:*

- *Read and comprehend recipes, operational manuals, inventory control sheets, menus, correspondence, training manuals, etc.*
- *Create inventory control sheets, recipes, menus, correspondence, employee evaluations, etc.*
- *Calculate menu and recipe costs.*

## **Travel & Tourism Career Pathway (HT-TT)**

### **1. Apply information about time zones, seasons and domestic and international maps to create or enhance travel.**

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

*Sample Indicators:*

- *No Sample Indicators.*

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

*Sample Indicators:*

- *Identify and explain the differences in time zones.*
- *Identify and explain site variables that affect the tourism product such as climate, time zones, wind, etc.*
- *Explain the International Date Line and interpret the differences in the zones.*
- *Detail the weather contrast for Sydney, Australia, versus that of London, England, in the month of June.*

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

*Sample Indicators:*

- *Write detailed directions for travel in a variety of domestic locations.*
- *Write detailed directions for travel in a variety of international locations.*
- *Explain or identify road and travel destinations marked on a map.*

## **2. Apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors.**

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

*Sample Indicators:*

- *Compute and contrast metric versus American systems of measure.*
- *Distinguish currency designations.*
- *Compute currency conversions between dollars and other currencies.*
- *Compute currency conversions between currencies of other nations.*

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

*Sample Indicators:*

- *Compare time in North America to time in Australia.*
- *Compare time in South America to time in Europe.*
- *Explain the 24-hour clock.*

## **3. Analyze cultural diversity factors to enhance travel planning.**

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

*Sample Indicators:*

- *Identify eight unique regional USA terms (slang) related to the travel and tourism product and experience.*
- *Examine 20 travel-related words used by other English-speaking countries for difference in pronunciation, spelling and meaning.*

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

- *Identify at least three common hand gestures and body language positions unacceptable in another culture.*
- *Show the personal space preferred during conversations by cultures such as Asians, Middle Easterners, Latin Americans and North Americans.*

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

*Sample Indicators:*

- *No Sample Indicators.*

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

*Sample Indicators:*

- *Identify cultures where eye contact is not accepted.*
- *Identify cultures where you should not pat on a child on the head.*
- *Identify cultures where you cannot offer food with your left hand.*
- *Identify cultures where you should not show the bottom of your feet.*

#### **4. Assess the potential (real and perceived) hazards related to multiple environments and recommend appropriate safety, health and security measures for travelers.**

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

*Sample Indicators:*

- *Review a film, photo, or recording to identify and describe an emergency situation.*
- *Observe guests and surroundings to identify potentially dangerous situations.*

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

*Sample Indicators:*

- Check surface area for safety.
- Gauge political and social climate of a region.
- Check possible natural environment hazards.
- Check for possible health hazards.

## 5. Develop a safety and security plan containing proactive and reactive solutions to manage emergency situations for travelers and staff.

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

*Sample Indicators:*

- *Create a proactive solution to address common safety hazards including lighting, sound, surface areas and political and social climate.*
- *Create a reactive solution to guest exposure to a health hazard.*
- *Prepare alternate methods of reaching travel or experience objective(s).*
- *Suggest ways to manage guests and groups facing safety hazards.*
- *Develop and role play mock emergency situations demonstrating caution and good judgment.*

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

*Sample Indicators:*

- *No Sample Indicators.*

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

*Sample Indicators:*

- *Distribute safety and security information to customers, guests and co-workers, relevant to their travel destination.*

## 6. Use common travel and tourism terminology used to communicate within the industry.

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

*Sample Indicators:*

- *No Sample Indicators.*

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

*Sample Indicators:*

- *Explain differences between meal plan options.*
- *Distinguish differences between tour guides and escorts and group leaders.*
- *Explain differences between FIT and group travel.*
- *Summarize room night, inside cabin, berth, vacation, itinerary, day trip, etc. in different segments (cruises, tour planning, meeting planner and others).*

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

*Sample Indicators:*

- *No Sample Indicators.*

## 7. Customize travel with diverse transportation, lodging, cruise and food options.

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

*Sample Indicators:*

- *Identify methods of travel.*
- *Interpret the advantages of each type of facility.*
- *Interpret the disadvantages of each type of facility.*

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

*Sample Indicators:*

- *Identify five types of lodging facilities.*
- *Detail the advantages of each type of facility.*
- *Detail the disadvantages of each type of facility.*

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.

*Sample Indicators:*

- *Detail characteristics of expected food service quality.*
- *Detail characteristics of expected atmosphere.*
- *Detail characteristics of expected cuisine.*
- *Detail characteristics of expected speed of service.*

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

*Sample Indicators:*

- *Create a suggested itinerary for a customer.*
- *Create a travel package including meals for a customer.*
- *Plan a group tour including research, itinerary planning, costing, operations, escorting and satisfaction survey.*

## 8. Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.

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

*Sample Indicators:*

- *Outline the responsibilities for the service provider.*
- *Outline the service provider's role in teaming with other vendors or suppliers.*
- *Outline methods of trouble-shooting issues for a dissatisfied customer.*

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

*Sample Indicators:*

- *Cite an example of seamless service in cooperation with another industry such as agriculture, religion, or transportation to create the guest experience.*
- *Identify and integrate the different vendors, suppliers and properties to create the guest experience.*

## **9. Identify the community elements necessary to maintain cooperative tourism development efforts.**

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

*Sample Indicators:*

- *Name one historical site whose support and development is dependent on more than one business or organization.*
- *Name an area event that depends on tourism.*

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

*Sample Indicators:*

- *Name an organization whose strength is in its manpower.*
- *Name an entity whose strongest resource is financial.*
- *Name a business whose key competence is knowledge or connections.*

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

*Sample Indicators:*

- *Name one tourism development issue that currently or in the past has experienced political strife.*
- *Name a transportation or infrastructure issue related to tourism and list business or organizations that would be affected by it.*
- *Discuss the difference between tourism for economic benefit versus tourism for community sustainability.*

## **10. Develop a travel product that matches customer needs, wants and expectations.**

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

*Sample Indicators:*

- *Identify economic factors influencing travel decisions.*
- *Identify social factors influencing travel decision.*
- *Identify health and safety factors influencing travel decisions.*

- *Identify physical and mental factors influencing travel decisions.*

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

*Sample Indicators:*

- *Plan a cost-effective trip or itinerary to meet customer needs.*
- *Identify an opportunity to sell up to greater experiences for the guest and or revenue for the vendor.*

## **11. Develop a travel product that matches customer needs, wants and expectations.**

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

*Sample Indicators:*

- *Name sub-sector determinants related to demographics and psychographics.*
- *Design an experience with one tourism asset for each of the sub-sectors.*

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

*Sample Indicators:*

- *Create a short guided tour of a tourism site for a set of visitors.*
- *Plan a trip itinerary of at least two days.*

## **12. Select the most effective communication technique and media venue to convey travel marketing information to a target audience.**

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

*Sample Indicators:*

- *Lead an exciting tour.*
- *Make a motivating presentation.*
- *Host a tourism site to inspire a favorable reaction to the travel and tourism product(s) and service(s).*
  
- *Write a compelling paragraph promoting a tourism product.*

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

*Sample Indicators:*

- *Identify the benefits of broadcast, print, electronic and outdoor media to communicate messages to current and prospective customers.*
- *Contrast the advantages of broadcast, print, electronic and outdoor media to communicate messages to current or prospective customers.*

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

*Sample Indicators:*

- *Identify a resource to help communicate with disabled travelers.*
- *Identify a resource to help communicate with non-English speaking guests.*

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

*Sample Indicators:*

- *Make a request of a guest without confrontation.*
- *Give directions to a frenzied, stressed, upset guest without insult or conflict.*



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