

## 2005 Mississippi Curriculum Framework

### Secondary Hotel, Restaurant, and Tourism Management

(Program CIP: 52.0901 – Hospitality Administration/Management)

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Standards in this document are based on information from the following organizations:

**Guidelines for Certifications in Hospitality, Lodging, and Tourism Programs** American Hotel & Lodging Association materials used with permission.

**Academic Standards** Mississippi Department of Education Subject Area Testing Program

**Workplace Skills for the 21<sup>st</sup> Century** Secretary's Commission on Achieving Necessary Skills

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## Foreword

Secondary vocational-technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true 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.

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; Carl D. Perkins Vocational Education Act III, 1998; and No Child Left Behind Act of 2001).

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75-80 percent of the time in the course.
- 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 will be 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.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies which reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

- Integrated Academic Topics, Workplace Skills, Technology Standards, and Occupational Standards - This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U. S. History from 1877, which are integrated into the content of the unit. It also identifies the general workplace skills as identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) report as being critical for all workers in the 21<sup>st</sup> Century. In addition, national technology standards and occupational skills standards associated with the competencies and suggested objectives for the unit are also identified.
- References - A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

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## Program Description

Hotel, Restaurant, and Tourism Management includes an overview of the travel/tourism, lodging, and food service industries. The program focuses on marketing, supervisory skills, front office, reservations, bell service, housekeeping, safety, customer service, communications, food service, banquet, catering, and employability skills. Program completers are prepared to assume entry level positions in the hospitality industry or to enter advanced studies at the postsecondary level. Completers with 90 days of specialized industry work experience are eligible to obtain certification from American Hotel & Lodging Association's Educational Institute in the following Line Level areas: Bell Attendant, Concierge, Front Desk, Room Attendant, Reservationist, Banquet Server, Banquet Set-Up, Buspersion, Kitchen Steward, Restaurant Server, and Room Service.

## Course Outline

### Hotel, Restaurant, and Tourism Management I

Course CIP Code: 06.0711

Unit	Title	Hours
Unit 1:	Program Orientation	5
Unit 2:	Introduction to the Hospitality Industry	10
Unit 3:	The Role of Customer Service in the Hospitality Industry	25
Unit 4:	Organization of Lodging Property	15
Unit 5:	Front Office Department	35
Unit 6:	Housekeeping Department	30
Unit 7:	Security in Lodging Operations	30
Unit 8:	Food Service in the Hospitality Industry	35
Unit 9:	Banquet and Catering	15
Unit 10:	Employability Skills	15
Unit 11:	Special Topics in Hotel, Restaurant, and Tourism Management I (ongoing)	22

### Hotel, Restaurant, and Tourism Management II

Course CIP Code: 06.0712

Unit	Title	Hours
Unit 1:	Program Orientation	5
Unit 2:	Overview of the Hospitality Industry	5
Unit 3:	Computerized Front Office Procedures	15
Unit 4:	Supervision and Human Relations in the Hospitality Industry	15
Unit 5:	Accounting	20
Unit 6:	Safety	30
Unit 7:	Food and Beverage Cost Controls	30
Unit 8:	Travel and Tourism	30
Unit 9:	Hospitality Marketing	25
Unit 10:	Employability Skills	25
Unit 11:	Special Topics in Hotel, Restaurant, and Tourism Management II (ongoing)	22

**Hotel, Restaurant, and Tourism Management I**  
**Unit 1: Program Orientation**

(5 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Discuss policies and procedures in the educational and occupational environments.</p> <ol style="list-style-type: none"> <li>a. Discuss and apply school policies and safety procedures.</li> <li>b. Investigate workplace policies and procedures.</li> <li>c. Investigate workplace safety procedures.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Provide students with a copy of school policies and safety procedures.</li> <li>• Have students read along with you the policies and safety procedures as you explain them.<sup>E2, E3</sup></li> <li>• Discuss workplace policies and procedures.<sup>E2</sup></li> <li>• Have students investigate workplace policies and procedures through activities such as employer visits, school-sponsored field trips, on-site resource speakers, and the Internet.<sup>E1, E2, E3, E4, E10, H2, H3</sup></li> <li>• Have students write a report and present their findings in class.<sup>E1, E2, E3, E4, E5, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Assess each student's knowledge of school policies and safety procedures with a written unit test, and file the completed test for documentation.</li> <li>• Evaluate each student's report for content as well as grammar and organization.</li> <li>• Evaluate the presentation for content as well as grammar and organization.</li> </ul>
<p>2. Explore vocational student organizations.</p> <ol style="list-style-type: none"> <li>a. Discuss the history and organizational structure of vocational student organizations.</li> <li>b. Explore leadership opportunities in vocational organizations.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain the vocational student organization this program is involved with including organizational structure, leadership opportunities, and competitive events.</li> <li>• Allow students to practice leadership in class and laboratory activities.<sup>E2, E3, E4, E5, E9, E10, H5</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate student leadership activity for content and organization.</li> <li>• Assess each student's knowledge of student organization with a written unit test, and file the completed test for documentation.</li> </ul>



## STANDARDS

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### *American Hotel & Lodging Association's Educational Institute's Line Level Hospitality Skills Certification*

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AAL1	Bell Attendant Skills
AAL2	Concierge Skills
AAL3	Front Desk Skills
AAL4	Room Attendant Skills
AAL5	Reservationist Skills
AAL6	Banquet Server Skills
AAL7	Banquet Set-Up Skills
AAL8	Buspersion Skills
AAL9	Kitchen Steward Skills
AAL10	Restaurant Server Skills
AAL11	Room Service Skills

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### *Academic Standards*

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- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

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*Suggested References*

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Choices [Computer software]. (n.d.). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

*DECA guide*. (2004). Retrieved November 9, 2004, from [http://www.deca.org/publications/HS\\_Guide/guidetoc.html](http://www.deca.org/publications/HS_Guide/guidetoc.html)

Gould, M. (2002). *Developing literacy & workplace skills*. Bloomington, IN: National Education Service.

School Handbook

School Website

Student Handbook

**Hotel, Restaurant, and Tourism Management I**  
**Unit 2: Introduction to the Hospitality Industry**

(10 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Describe and discuss the history of the hospitality industry.</p> <ol style="list-style-type: none"> <li>Explore the growth and development of the lodging industry.</li> <li>Explore the growth and development of the tourism industry.</li> <li>Explore the growth and development of the food service industry.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss issues associated with the hospitality industry using videos and/or a PowerPoint presentation if available.<sup>E2</sup></li> <li>Discuss how developments throughout history have impacted how people live and work.<sup>E2, E3, E4, H2, H3, H4</sup></li> <li>Divide students into groups and have them use the Internet or textbooks to research the hospitality industry to include the origination, history, and timeline growth and development of the lodging, tourism, and food service industries.<sup>H2, H4</sup> Have students present their findings to the class (may use PowerPoint if available).<sup>E1, E2, E3, E4, E5, E6, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate each group's presentation for content, clarity, presentation, visual aids, and length.</li> </ul>
<p>2. Describe and discuss the trends of the hospitality industry.</p> <ol style="list-style-type: none"> <li>Explain the important changes that have affected the hospitality industry.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss recent world changes that affect the hospitality industry.<sup>E2</sup></li> <li>Have students investigate using the Internet, magazine articles, newspaper, etc. past and present events that have had an impact on the hospitality industry and present these findings to the class.<sup>E1, E2, E3, E4, E5, E9, E10, H2, H3, H4, H5</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the presentation for content and organization.</li> </ul>
<p>3. Explain the various components of the hospitality industry.</p> <ol style="list-style-type: none"> <li>Identify and describe the parts of the travel and tourism industry.</li> <li>Identify the different departments in a hotel/motel.</li> <li>Compare tourism in different areas of the state.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of the interrelationships within the hospitality industry including the reasons people travel.<sup>E2</sup></li> <li>Have students investigate job opportunities through activities such as employer visits, school-sponsored field trips, on-site</li> </ul>

<p>d. Discuss the reasons that people travel.  e. Explore job opportunities in the hospitality industry.</p>	<p>resource speakers, help-wanted ads, websites, etc. Have students report their findings to the class. <sup>E2, E3, E4, E5, E9, E10, H4</sup></p> <ul style="list-style-type: none"> <li>• Have students research state tourism and present an organizational chart of that destination depicting the lines of responsibility among positions, departments, and divisions. <sup>E1, E2, E3, E4, E5, E9, E10, H2, H3, H5</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the presentation for content and organization.</li> <li>• Evaluate each group’s presentation for content, clarity, presentation, visual aids, and length.</li> </ul>
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**STANDARDS**

*American Hotel & Lodging Association’s Educational Institute’s Line Level Hospitality Skills Certification*

- AAL1 Bell Attendant Skills
- AAL2 Concierge Skills
- AAL3 Front Desk Skills
- AAL4 Room Attendant Skills
- AAL5 Reservationist Skills
- AAL6 Banquet Server Skills
- AAL7 Banquet Set-Up Skills
- AAL8 Buspendon Skills
- AAL9 Kitchen Steward Skills
- AAL10 Restaurant Server Skills
- AAL11 Room Service Skills

*Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

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### *Suggested References*

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American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.

Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Chon, K. (2000). *Welcome to hospitality...an introduction*. Albany, NY: Delmar.

Starr, N. (2003). *Viewpoint: An introduction to travel, tourism, and hospitality*. Upper Saddle River, NJ: Prentice Hall.

**Hotel, Restaurant, and Tourism Management I**

**Unit 3: The Role of Customer Service in the Hospitality Industry**

**(25 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Explain why customer service is important in the hospitality industry.</p> <ol style="list-style-type: none"> <li>a. Define customer service.</li> <li>b. Discuss why customer service is important.</li> <li>c. Discuss etiquette as related to customer service.</li> <li>d. Identify the types of customer complaints.</li> <li>e. Apply positive techniques in handling customer complaints.</li> <li>f. Demonstrate the importance of interdepartmental teamwork.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Define service and summarize how service businesses differ from manufacturing businesses.<sup>E2</sup></li> <li>• Describe Disney’s four basic service priorities as well as “moments of truth” and how this concept affects guests. Have students role-play situations to include decision-making, guest relations, and professional work ethics.<sup>E2, E3, E4, E5, E8, E9, E10, H3</sup></li> <li>• Have the students view a video, critique the teamwork, and list the benefits of working together as a team.<sup>E1, E2, E3, E4, E5, E8, E9, E10, H4</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor for participation and content in role play activity.</li> <li>• Assess each student’s knowledge with a written unit test, and file the completed test for documentation.</li> <li>• Compare the structures constructed by each student for accuracy reflective of good communication.</li> </ul>
<p>2. Demonstrate communication skills as they relate to customer service.</p> <ol style="list-style-type: none"> <li>a. Discuss and apply the communication model.</li> <li>b. Discuss and demonstrate nonverbal and verbal communication skills.</li> <li>c. Discuss and demonstrate communication barriers.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe common misconceptions about communication.<sup>E2</sup></li> <li>• Describe barriers and biases that interfere with effective communication.<sup>E2</sup></li> <li>• Briefly discuss the importance of communication and the components of listening and answering questions.<sup>E2</sup></li> <li>• Have students research listening and speaking skills in books and/or websites.<sup>E3, E4</sup></li> <li>• Lead students in a discussion about their research.<sup>E2, H3</sup></li> <li>• Pair students and have them sit back-to-back with a flat surface in front of each student. Give each student an identical set of Lego<sup>®</sup> or other building blocks, and instruct the students that they cannot look</li> </ul>

	<p>at the other’s work or ask each other questions at any time. Have one student build a structure and then give the partner oral instructions to build an identical structure. Compare the structures. (You could also have students draw pictures with crayons.) Repeat the exercise and allow students to ask questions as they receive instructions.<sup>E2, E4, E10</sup></p> <ul style="list-style-type: none"> <li>• Have students work in small groups to analyze the communication process and discuss errors made by the student giving instructions.<sup>E2, E4, E10</sup></li> <li>• Have each student choose a good listening or speaking skill and discuss/demonstrate that skill before the class.<sup>E2, E9</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Compare the structures constructed by each student for accuracy reflective of good communication.</li> <li>• Monitor each student’s participation in group discussions.</li> <li>• Evaluate each student’s discussion/demonstration of a skill for content and organization.</li> </ul>
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**STANDARDS**

*American Hotel & Lodging Association’s Educational Institute’s Line Level Hospitality Skills Certification*

- AAL1 Bell Attendant Skills
- AAL2 Concierge Skills
- AAL3 Front Desk Skills
- AAL4 Room Attendant Skills
- AAL5 Reservationist Skills
- AAL6 Banquet Server Skills
- AAL7 Banquet Set-Up Skills
- AAL8 Buspenderson Skills
- AAL9 Kitchen Steward Skills
- AAL10 Restaurant Server Skills
- AAL11 Room Service Skills



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*Academic Standards*


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- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

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*Workplace Skills for the 21st Century*


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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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*Suggested References*

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American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.

Chon, K. (2000). *Welcome to hospitality...an introduction*. Albany, NY: Delmar.

Ismail, A. (2002). *Front office operations and management*. Albany, NY: Thomson/Delmar.

Kasavana, M., & Brooks, R. (2001). *Managing front office operations*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

**Hotel, Restaurant, and Tourism Management I**  
**Unit 4: Organization of Lodging Property**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Classify the different types of hotels.</p> <ul style="list-style-type: none"> <li>a. Describe the different classifications of hotels to include luxury, bed and breakfasts, resorts, economy, mid-scale, casino, and convention.</li> <li>b. Relate the different classifications of hotels to the needs of the traveler to include business, pleasure, and family.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Provide each student with a list of terms associated with hotel classifications.<sup>E3</sup></li> <li>• Describe the different classifications and ownership of hotels and have the students use the Internet to list hotels from each category. Have each student write the definitions of the terms.<sup>E1, E2, E3</sup></li> <li>• Have the students match the classifications to a description of different travelers.<sup>E1, E3, E4</sup></li> <li>• Have the students match the classifications to the level of service they provide for guests.<sup>E1, E3, E4</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate each student’s definitions of terms.</li> <li>• Evaluate each student’s classifications of hotels as they relate to the different travelers.</li> <li>• Evaluate each student’s classifications of hotels as they relate to services they provide for guests.</li> </ul>
<p>2. Describe the hotel departments and the functions of all positions within those departments.</p> <ul style="list-style-type: none"> <li>a. Describe hotel departments and their functions.</li> <li>b. Examine the positions within the departments.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain how a hotel is organized, distinguishing revenue centers from cost centers.<sup>E2</sup></li> <li>• Have the students design and present an organizational chart of a hotel depicting the lines of responsibility among positions, departments, and divisions within a hotel. Have them distinguish between revenue and cost centers.<sup>E1, E2, E3, E4, E5, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Determine if each student correctly designs the chart, and evaluate his or her interpretation of the information to the class for accuracy, clarity, and presentation skills.</li> <li>• Evaluate chart for content and neatness.</li> </ul>

**STANDARDS***American Hotel & Lodging Association's Educational Institute's Line Level Hospitality Skills Certification*

AAL1	Bell Attendant Skills
AAL2	Concierge Skills
AAL3	Front Desk Skills
AAL4	Room Attendant Skills
AAL5	Reservationist Skills
AAL6	Banquet Server Skills
AAL7	Banquet Set-Up Skills
AAL8	Buspersion Skills
AAL9	Kitchen Steward Skills
AAL10	Restaurant Server Skills
AAL11	Room Service Skills

*Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

*Workplace Skills for the 21st Century*

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

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*Suggested References*

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American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.

Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Chon, K. (2000). *Welcome to hospitality...an introduction*. Albany, NY: Delmar.

Ismail, A. (2002). *Front office operations and management*. Albany, NY: Thomson/Delmar.

**Hotel, Restaurant, and Tourism Management I**  
**Unit 5: Front Office Department**

**(35 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Apply the basic tasks of front desk employees.</p> <ol style="list-style-type: none"> <li>a. Explain the guest cycle to include pre-arrival, arrival, occupancy, and departure.</li> <li>b. Demonstrate the tasks performed during each guest cycle.</li> <li>c. Identify and explain the functions of all front office equipment to include computerized reservation, telephone systems, fax and copy machine, and key coding and distribution.</li> <li>d. Demonstrate the different types of reservations to include the 6 P.M. guaranteed, pre-paid, and direct billing methods.</li> <li>e. Discuss and demonstrate procedures for reservation cancellations.</li> <li>f. Perform all check-in and check-out procedures including all methods of payment.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain the tasks of front desk employees including the guest cycle, office equipment, types of reservations, check-in procedures, and check-out procedures. <sup>E2</sup></li> <li>• Have students view a video on the guest cycle, the correct way to take a reservation, and the types of payments. <sup>E2</sup></li> <li>• Demonstrate the guest cycle for the students by going through the check-in and check-out procedures. Demonstrate the correct way to take and cancel a reservation. Demonstrate how to process different types of payment methods. Demonstrate the proper use of the front office equipment so the students can see how to operate them and their function. <sup>A1, A2, A8, E2, E4, E9, E10, H4</sup></li> <li>• Have students work in a group to discuss the video and the demonstrations. Have the group develop a checklist of the steps involved in front office procedures. <sup>A1, A8, E2, E3, E4, E5, E9, H4</sup></li> <li>• Have the students compare and contrast each list of procedures developed by each group and make a combined list that will be used to grade the individual demonstrations. <sup>E1, E2, E3, E4, E5, E10</sup></li> <li>• Have each student demonstrate the check-in and check-out procedures, make various types of reservations, cancel reservations, and check guest in and out using the different types of payments. During this process, have the each student demonstrate the use of front office equipment. Use a video camera to tape each demonstration so students can observe their actions. <sup>A1, A2, A8, E2, E3, E9, E10, H4</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Use the student-developed list and the video to evaluate the students on their</li> </ul>

<p>2. Demonstrate the basic duties of uniform employees.</p> <p>a. Identify and describe the job functions of the various uniform employees to include bellman, doorman, concierge, and valet.</p> <p>b. Demonstrate the duties of uniform employees.</p>	<p>demonstrations of front office procedures.</p> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and demonstrate the basic duties of uniform employees. Identify job titles and functions for the bellman, doorman, concierge, and valet. <sup>E2, E3, H4</sup></li> <li>• Have students view a video on the job functions of uniform employees. <sup>E2, E3</sup></li> <li>• Have students work in groups to identify and describe the job functions of each uniform employee. Have each group develop a list of procedures required for each job. <sup>A1, A8, E2, E3, E4, E5, E9, H4</sup></li> <li>• Have the students compare and contrast each list of procedures developed by each group and make a combined list that will be used to grade the individual demonstrations. <sup>E1, E2, E3, E4, E5</sup></li> <li>• Have each student demonstrate the job functions of each uniform employee. Use a video camera to tape each demonstration so students can observe their actions. <sup>A1, A2, A8, E2, E3, E9, H4</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Use the student-developed lists and the videos to evaluate the students on their demonstrations.</li> </ul>
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**STANDARDS**

*American Hotel & Lodging Association’s Educational Institute’s Line Level Hospitality Skills Certification*

- AAL1 Bell Attendant Skills
- AAL2 Concierge Skills
- AAL3 Front Desk Skills
- AAL4 Room Attendant Skills
- AAL5 Reservationist Skills

*Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.

- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

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#### *Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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#### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools



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*Suggested References*

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- American Hotel & Lodging Association's Educational Institute. (1999). *Front office skills—Guest relations: Aiming to please*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (2003). *Case studies in front office management*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (2003). *Case studies in front office management—Facilitator's copy*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (2004). *10-minute trainer: Front office*. Lansing, MI: Author.
- Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.
- Chon, K. (2000). *Welcome to hospitality...an introduction*. Albany, NY: Delmar.
- Ismail, A. (2002). *Front office operations and management*. Albany, NY: Thomson/Delmar.
- Kasavana, M., & Brooks, R. (2001). *Managing front office operations*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

**Hotel, Restaurant, and Tourism I**  
**Unit 6: Housekeeping Department**

**(30 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Describe the duties and procedures used by the housekeeping department.</p> <ol style="list-style-type: none"> <li>a. List the positions in the housekeeping department and explain their functions.</li> <li>b. Describe the sanitation and disinfection techniques and safety procedures in housekeeping.</li> <li>c. Describe the procedures for cleaning the guest’s room and bathroom.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain each of the positions in the housekeeping department of a hotel. Discuss the duties of housekeeping staff.<sup>E2</sup></li> <li>• Have the students research major hotel chains to identify the organizational structure of housekeeping departments. Have students write a report on housekeeping to include job titles, functions/responsibilities, wages, and working hours.<sup>E1, E2, E3, E4, E5, E9, H4</sup></li> <li>• Discuss the importance of proper sanitation and safety procedures in housekeeping. Include a student-led discussion of improper sanitation and safety.<sup>B7, E2, E3</sup></li> <li>• Describe the procedures for cleaning a guest’s room and bathroom. Include proper disinfection and cleaning techniques.<sup>B7, E2, E3</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Using a rubric, grade the research report on housekeeping for grammar and content.</li> </ul>
<p>2. Demonstrate correct procedures for cleaning a guest room.</p> <ol style="list-style-type: none"> <li>a. Demonstrate proper procedures for stocking the housekeeping cart and proper key control.</li> <li>b. Practice entering a guest room correctly.</li> <li>c. Apply correct techniques for cleaning a guest room.</li> <li>d. Demonstrate the proper procedures for making a bed in a guest room.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the procedures for cleaning a guest room. Include stocking the cart, proper key control, entering the guest room, cleaning, and making a bed.<sup>B7, E2, E9</sup></li> <li>• Have students view a video on housekeeping functions, sanitation and disinfections techniques, and cleaning the guest room and bathroom.<sup>E2</sup></li> <li>• Have students work in a group to develop a checklist of procedures or steps to properly clean a guest room and bathroom. Include stocking the cart, key control, entering a room, and making a bed.<sup>E2, E3, E4, E5, E9</sup></li> <li>• Have the students compare and contrast each list developed to make a combined list that will be used to grade the individual demonstrations.<sup>E1, E2, E3, E4, E5</sup></li> <li>• Have the student demonstrate each</li> </ul>

	<p>housekeeping procedure. Use a video camera to tape students so they can observe their action when doing housekeeping functions.<sup>E1, E2, E3, E4, E5, E9, E10</sup></p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Use the student-developed list and the video to evaluate the students on their demonstrations.</li> </ul>
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**STANDARDS**

*American Hotel & Lodging Association’s Educational Institute’s Line Level Hospitality Skills Certification*

AAL4 Room Attendant Skills

*Academic Standards*

- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

*Workplace Skills for the 21st Century*

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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*Suggested References*

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- American Hotel & Lodging Association's Educational Institute. (1996). *World trainer: Guestroom and bathroom cleaning*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1997). *10-minute trainer: Housekeeping*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1997). *Housekeeping: Quality guestroom cleaning*. Lansing, MI: Author.
- Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.
- Chon, K. (2000). *Welcome to hospitality...an introduction*. Albany, NY: Delmar.
- Ismail, A. (1999). *Catering sales and convention services*. Albany, NY: Delmar.
- Ismail, A. (1999). *Hotel sales & operations*. Albany, NY: Delmar.
- Ismail, A. (2002). *Front office operations and management*. Albany, NY: Thomson/Delmar.
- Kappa, M., Nitschke, A., & Schappert, P. (1997). *Housekeeping management*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Kappa, M., Nitschke, A., & Schappert, P. (1997) *Managing housekeeping operations*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

**Hotel, Restaurant, and Tourism Management I**  
**Unit 7: Security in Lodging Operations**

**(30 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Discuss the liabilities of the hospitality industry.</p> <ol style="list-style-type: none"> <li>a. Identify the liabilities of hotels.</li> <li>b. Identify the liabilities of restaurants.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of liability for hotels and restaurants. Discuss the types of accidents that occur in a hotel and restaurant. Include such things as injuries, food related illnesses, auto accidents, swim related accidents, theft, and other common liabilities.<sup>E2</sup></li> <li>• Discuss liability insurance and costs.<sup>E2, E3</sup></li> <li>• Have students use the Internet and trade publications to research law suits that have been filed against hotels and restaurants. Have students give an oral report to the class of the types of lawsuits that have occurred, the accidents associated with the suits, and the results.<sup>E2, E3, E4, E5, E9, E10, H4</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Using an oral presentation rubric, evaluate the report given by each student for content and organization.</li> </ul>
<p>2. Identify unsafe conditions and determine steps to take to rectify the problems.</p> <ol style="list-style-type: none"> <li>a. Apply key control procedures used by the front desk to ensure guests' privacy.</li> <li>b. Demonstrate proper procedures for protecting cash funds at the front desk, valuables in safety deposit boxes, and those put in lost and found.</li> <li>c. Demonstrate how to handle security threats to the property and key control procedures used by employees.</li> <li>d. Apply security procedures to protect property of the guests and employees.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of and procedures to insure the privacy of guests, protecting cash funds at the front desk, safety deposit boxes, and lost and found.<sup>E2, E3</sup></li> <li>• Discuss the types of security threats that are common in hotels and procedures to handle such threats.<sup>E2, E3</sup></li> <li>• Discuss procedures to protect the property of guests and employees.<sup>E2, E3</sup></li> <li>• Have students view a video on hotel security. Lead a discussion of the procedures that hotel security must follow.<sup>E2, E3</sup></li> <li>• Have students work in groups to identify and describe the job functions of employees involved with hotel security.<sup>E2, E3, E4, E5, E10</sup></li> <li>• Provide students with a case study of a breach of hotel security. Have students identify mistakes in procedures and make</li> </ul>

	<p>suggestions for corrections. Have each group present their case study to the class along with suggestions. <sup>E2, E3, E4, E5, E9, E10, H3</sup></p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor students for participation in group work.</li> <li>• Use a rubric to evaluate presentations for content, grammar, and organization.</li> </ul>
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## STANDARDS

### *American Hotel & Lodging Association's Educational Institute's Line Level Hospitality Skills Certification*

AAL1	Bell Attendant Skills
AAL2	Concierge Skills
AAL3	Front Desk Skills
AAL4	Room Attendant Skills
AAL5	Reservationist Skills
AAL6	Banquet Server Skills
AAL7	Banquet Set-Up Skills
AAL8	Busperson Skills
AAL9	Kitchen Steward Skills
AAL10	Restaurant Server Skills
AAL11	Room Service Skills

### *Academic Standards*

E2	Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3	Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4	Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5	Complete oral and written presentations which exhibit interaction and consensus within a group.
E9	Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10	Use language and critical thinking strategies to serve as tools for learning.
H2	Describe the impact of science and technology on the historical development of the United States in the global community.
H3	Describe the relationship of people, places, and environments through time.

- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

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*Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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*Suggested References*

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- American Hotel & Lodging Association's Educational Institute. (1992). *Security planning*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1996). *Key control and guest privacy today*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1997). *10-minute trainer: Safety*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (2004). *10-minute trainer: Security*. Lansing, MI: Author.



Ellis, R., & Stipanuk, D. (1999). *Security and loss prevention management*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Hull, S. (2001). *Understanding hospitality law*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Kavanaugh, R., & Ninemeier, J. (2001). *Supervision in the hospitality industry* (3<sup>rd</sup> ed.). Lansing, MI: American Hotel & Lodging Association's Educational Institute.

VanDerWager, L. (2001). *Event management for tourism, cultural, business and sporting events*. Melbourne, Victoria, Australia: Hospitality Press.

**Hotel, Restaurant, and Tourism Management I**  
**Unit 8: Food Service in the Hospitality Industry**

**(35 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Explain the role of food service within the hospitality industry.</p> <ol style="list-style-type: none"> <li>a. Distinguish between the different classifications of food service operations.</li> <li>b. Identify and describe the different departments within each classification.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss the different classifications of the food service industry. <small>B3, B4, B7, E2</small></li> <li>• Have the students research various establishments in the food service industry and list and classify them. <small>E1, E3, E4, E5, E9</small></li> <li>• Have the students design an organizational chart and describe the relationship of the different departments. <small>E1, E2, E3, E4, E5, E9, E10</small></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the list and classification of food service establishments for accuracy and content.</li> <li>• Evaluate the organizational chart for accuracy and content.</li> </ul>
<p>2. Explain proper sanitation and safety procedures for food service operations.</p> <ol style="list-style-type: none"> <li>a. Discuss the principles of biological, chemical, and physical hazards related to foodborne illness.</li> <li>b. Describe the temperature danger zone.</li> <li>c. Discuss proper procedures for storage and inventory control.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify biological, chemical, and physical hazards that are related to foodborne illness and spoilage. <small>B3, B4, B7, E2, E3</small></li> <li>• Have the students prepare a visual aid showing the three different types of hazards and present them to the class. <small>E1, E2, E3, E4, E5, E9, E10</small></li> <li>• Explain how specific time and temperature guidelines can reduce growth of microorganisms to include the use of thermometers and food, acidity, time, temperature, oxygen, and moisture (FAT-TOM). <small>B3, B4, B7, E2</small></li> <li>• Have students identify a food source for each of the FAT-TOM letters. <small>E1, E2, E3, E4, E5, E9, E10.</small></li> <li>• Discuss what the temperature danger zone is and how it affects food. <small>B3, B4, B7, E2</small></li> <li>• Identify the guidelines and state health department requirements for the three types of storage. <small>E2, E3</small></li> <li>• Explain the different types of inventory control and how they work. <small>E2</small></li> <li>• Have a local health department inspector</li> </ul>

	<p>come and talk to the class about what they look for when they do an inspection in a food service operation.<sup>E2, E10, H2, H3, H4</sup></p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the visual aid for grammar, spelling, content, and organization.</li> <li>• Evaluate the FAT-TOM activity for participation and accuracy.</li> <li>• Evaluate for listening, participation, and asking questions of guest speaker.</li> </ul>
<p>3. Demonstrate proper techniques for food service.</p> <ol style="list-style-type: none"> <li>Explain the correct procedures for greeting customers, seating, and presenting the menus to customers.</li> <li>Apply the correct procedures for taking the customer’s order.</li> <li>Describe the correct procedures for placing the food order in the kitchen.</li> <li>Explain the proper techniques for picking up the food order from the kitchen.</li> <li>Practice the correct procedures for serving the food and beverage order.</li> <li>Discuss the correct procedures for completing side work responsibilities.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and demonstrate proper food service techniques with the class. Have the students view a video covering unit material and discuss the material. Have the students role play the host or hostess position.<sup>E2, E3, E4, E5, E9, E10</sup></li> <li>• Discuss and demonstrate correct procedures for taking the customer’s order. Have the students view a video covering unit material and discussion of the material, have the students practice writing the customer’s order given by a fellow student.<sup>E2, E3, E4, E5, E9, E10</sup></li> <li>• Discuss and demonstrate the correct procedures for placing a food order and picking up the food order. Have the students role-play and practice placing the food order and picking up the food order.<sup>E2, E3, E4, E5, E9, E10</sup></li> <li>• Discuss and demonstrate the correct procedures for serving the food and beverage order. Have students view a video and role-play to practice serving the food and beverage order.<sup>E2, E3, E4, E5, E9, E10</sup></li> <li>• Discuss and demonstrate the correct procedures for side work. Have the students view a video and then role-play side work responsibilities.<sup>E2, E3, E4, E5, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the role-plays for each function. Check for accuracy of procedures.</li> </ul>

## STANDARDS

### *American Hotel & Lodging Association's Educational Institute's Line Level Hospitality Skills Certification*

AAL6	Banquet Server Skills
AAL7	Banquet Set-Up Skills
AAL8	Busperson Skills
AAL9	Kitchen Steward Skills
AAL10	Restaurant Server Skills
AAL11	Room Service Skills

### *Academic Standards*

- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

### *Workplace Skills for the 21st Century*

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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*Suggested References*

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- American Hotel & Lodging Association's Educational Institute. (1989). *Room service*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1994). *FastTrack food safety essentials*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1994). *FastTrack service*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1994). *Food & beverage quality service skills*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1997). *World trainer: Bus person*. Lansing, MI: Author.
- Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.
- Chon, K. (2000). *Welcome to hospitality...an introduction*. Albany, NY: Delmar.
- Marchiony, A. (2004). *Food-safe kitchens*. Upper Saddle River, NJ: Pearson/Prentice Hall.

McSwane, D., Rue, N., Linton, R., & Williams, A. G. (2004). *Food safety fundamentals*. Upper Saddle River, NJ: Pearson/Prentice Hall.

National Restaurant Association Educational Foundation. (2004). *ServSafe essentials*. Chicago: Author.

Ninemeier, J. (2000). *Management of food and beverage operations*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Walker, J., & Lundberg, D. (2001). *The restaurant: From concept to operation*. New York: John Wiley & Sons.

**Hotel, Restaurant, and Tourism Management I**  
**Unit 9: Banquet and Catering**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Discuss and demonstrate proper banquet techniques.</p> <ol style="list-style-type: none"> <li>a. Discuss and demonstrate the proper procedure for preparing a function sheet to include menu choice, room setup, price, and special requests.</li> <li>b. Discuss the differences in type of menus (breakfast, lunch, dinner, and meetings).</li> <li>c. Identify the different types of room setups.</li> <li>d. Practice setting the table based on menu selection.</li> <li>e. Practice the correct procedures for serving food in a banquet setting.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and demonstrate preparing a function sheet.<sup>E2</sup></li> <li>• Have the students prepare a function sheet for an event to include menu choice, room setup, price, and special requests.<sup>E1, E2, E3, E4, E5, E9, E10</sup></li> <li>• Discuss the different types of menus.<sup>E2</sup></li> <li>• Have the students research the different types of menus (breakfast, lunch, dinner, and meetings) and then prepare and present a menu for a function.<sup>E1, E2, E3, E4, E5, E9, E10</sup></li> <li>• Identify and discuss the different types of room arrangement.<sup>E2</sup></li> <li>• Have students draw a diagram to organize a mock set-up for a room.<sup>A5, E2, E3, E4, E5, E9, E10</sup></li> <li>• Describe and demonstrate setting different tables.<sup>E2</sup></li> <li>• Have the students practice the different table settings based on the menu selection and the function.<sup>A5, E2, E3, E4</sup></li> <li>• Direct the students to role-play serving food in a banquet setting.<sup>E2, E3, E4, E5, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and grade function sheet for accuracy and content.</li> <li>• Critique the prepared menu using a checklist.</li> <li>• Use the drawing to check for accuracy and organization.</li> <li>• Evaluate the table setting for accuracy of placement.</li> <li>• Evaluate the role-play of serving banquet food for accuracy and sanitation.</li> </ul>
<p>2. Discuss catering functions and special events.</p> <ol style="list-style-type: none"> <li>a. Discuss theme parties.</li> <li>b. Discuss receptions.</li> <li>c. Discuss and apply gratuities associated with banquet and catering functions.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and demonstrate planning a theme party.<sup>E2</sup></li> <li>• As a group activity, have the students plan a theme party.<sup>A2, A5, E1, E2, E3, E4, E5, E9, E10</sup></li> <li>• Discuss and demonstrate planning a reception.<sup>E2</sup></li> </ul>

<p>d. Discuss and identify the audio-visual and special equipment/fixtures for proper setup of catered functions, exhibits, and banquets.</p>	<ul style="list-style-type: none"> <li>• As a group activity, have the students plan a reception.<sup>A2, A5, E1, E2, E3, E4, E5, E9, E10</sup></li> <li>• Discuss gratuities to include percentages and taxes.</li> <li>• Have the students complete a worksheet that deals with calculating gratuities.<sup>A1, A2, A5, E3</sup></li> <li>• Identify and discuss special equipment/fixtures for special events.<sup>E2</sup></li> <li>• Have the students classify the technology associated with various functions.<sup>E1, E2, E3, E4, E5, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the theme party and reception for organization, content, and accuracy.</li> <li>• Evaluate the tip sheet for mathematical accuracy.</li> <li>• Evaluate the technology function sheet for accuracy and organization.</li> </ul>
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**STANDARDS**

*American Hotel & Lodging Association’s Educational Institute’s Line Level Hospitality Skills Certification*

- AAL6 Banquet Server Skills
- AAL7 Banquet Set-Up Skills
- AAL8 Buspenderson Skills
- AAL9 Kitchen Steward Skills
- AAL10 Restaurant Server Skills
- AAL11 Room Service Skills

*Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.



- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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### *Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools

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### *Suggested References*

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- American Hotel & Lodging Association's Educational Institute. (1996). *Reporting tip income*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (2001). *Smart service for guest banquets*. Lansing, MI: Author.
- Cullen, N. C. (2000). *The world of culinary supervision, training, & management*. Upper Saddle River, NJ: Prentice Hall.

Ismail, A. (1999). *Catering sales and convention services*. Albany, NY: Delmar.

Molt, M. (2001). *Food for fifty*. Upper Saddle River, NJ: Prentice Hall.

**Hotel, Restaurant, and Tourism Management I**  
**Unit 10: Employability Skills**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate proper job application techniques.</p> <ul style="list-style-type: none"> <li>a. Demonstrate proper procedures for filling out an application.</li> <li>b. Demonstrate proper procedures for preparing a resume.</li> <li>c. Demonstrate proper interview techniques.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of the application process, and identify the differences in a job application and a resume. Discuss the importance of completing a job application and resume correctly. Include neatness, spelling, grammar, punctuation, and handwritten versus typed. <sup>E3</sup></li> <li>• Have students complete a job application and develop a resume. <sup>E1, E4, E5, E9, E10</sup></li> <li>• Discuss the importance of the job interview and describe appropriate and inappropriate interview techniques. <sup>E3</sup></li> <li>• Divide students into teams of two and have them complete a mock interview with one team member as the interviewer and the other as the interviewee, or ask Advisory Committee members to interview students. <sup>E2, E3, E4, E5, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the job application and resume for content and neatness.</li> <li>• Monitor for participation in role-play activity. May use rubric for group assessment.</li> </ul>
<p>2. Apply the proper business etiquette skills needed for employability.</p> <ul style="list-style-type: none"> <li>a. Demonstrate proper communication skills.</li> <li>b. Discuss the benefits of proper hygiene.</li> <li>c. Demonstrate proper business attire.</li> <li>d. Demonstrate projecting a professional image and on-the-job relationships.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss proper communication skills in the business setting. <sup>E3</sup></li> <li>• Have the students solve specific communication scenarios given orally and in written form. <sup>E1, E2, E3, E4, E5, E8 E9, E10</sup></li> <li>• Discuss proper hygiene. <sup>E3</sup></li> <li>• Have the students write a brief summary of their own ideas of proper hygiene. <sup>E1, E2, E3, E4, E5, E8, E9, E10</sup></li> <li>• Discuss proper business attire. <sup>E3</sup></li> <li>• Have the students attend class dressed appropriately for a work situation.</li> <li>• Discuss the professional image and business relationship. <sup>E3</sup></li> <li>• Have the students work in groups on a</li> </ul>

	<p>specified project to demonstrate professional image and on-the-job relationships.<sup>E1, E2, E3, E4, E5, E8, E9, E10</sup></p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the scenarios based on accuracy of content.</li> <li>• Evaluate the written report based on accuracy of content, grammar, spelling, and organization.</li> <li>• Evaluate the student's dress based on a checklist of proper business attire.</li> <li>• Evaluate the students' projects based on accuracy of content.</li> </ul>
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## STANDARDS

### *American Hotel & Lodging Association's Educational Institute's Line Level Hospitality Skills Certification*

AAL1	Bell Attendant Skills
AAL2	Concierge Skills
AAL3	Front Desk Skills
AAL4	Room Attendant Skills
AAL5	Reservationist Skills
AAL6	Banquet Server Skills
AAL7	Banquet Set-Up Skills
AAL8	Busperson Skills
AAL9	Kitchen Steward Skills
AAL10	Restaurant Server Skills
AAL11	Room Service Skills

### *Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.

- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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### *Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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### *Suggested References*

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- American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.
- Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.
- Choices [Computer software]. (n.d.). Ogdensburg, NY: Careerware, IMS Information Systems Management.
- Cichy, R., & Wise, P. (1999). *Managing service in food and beverage operations*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.
- Clow, K., & Kurtz, D. (2004). *Services marketing: Operation, management, and strategy*. Cincinnati, OH: Atomic Dog.

Gould, M. (2002). *Developing literacy & workplace skills*. Bloomington, IN: National Education Service.

**Hotel, Restaurant, and Tourism Management I**  
**Unit 11: Special Topics in Hotel, Restaurant, and Tourism**  
**Management I (Ongoing)**

**(22 hours)**

<b>Competencies and Suggested Objectives</b>	<b>Suggested Strategies for Competencies</b>
<p>1. Investigate new and emerging technologies, practices, trends, and issues associated with entry level positions in Hotel, Restaurant, and Tourism Management.</p> <p>a. Explore a new and emerging technology associated with Hotel, Restaurant, and Tourism Management.</p> <p>b. Investigate a current trend or issue associated with Hotel, Restaurant, and Tourism Management.</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss new and emerging technologies, practices, trends, and issues associated with the field, using videos and/or a PowerPoint presentation if available. Discuss how developments throughout history have impacted how people live and work.<sup>H3</sup></li> <li>• Have students work in groups and use the Internet and/or current publications to research one new and emerging technology, practice, trend, or issue.<sup>E3, E4</sup> Have students use this research to develop an idea for a new product and prepare and deliver a presentation in order to sell the idea to a company (the class). Students may prepare brochures, posters, handouts, etc. (using appropriate technology tools if available) to distribute during the presentation (may use PowerPoint).<sup>E2, E5</sup></li> <li>• Have each student select the one product that he or she thinks is most likely to be successful in the market and prepare a brief report explaining the impact of the product on the field.<sup>E1, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor group work to ensure that each member participates in research, idea development, and presentation preparation.</li> <li>• Evaluate each group’s presentation for content, clarity, presentation, visual aids, and length.</li> <li>• Evaluate each student’s report for content as well as grammar and organization.</li> </ul>
<p>2. Complete school-to-careers activities related to Hotel, Restaurant, and Tourism Management.</p> <p>a. Participate in a school-to-careers activity (shadowing, mentoring, career fair, etc.) related to Hotel, Restaurant, and Tourism Management.</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify industry certifications as well as trade organizations and associations related to Hotel, Restaurant, and Tourism Management. Have students research via the Internet, magazines, newspapers, etc. and report their findings to the class.<sup>E2, E3,</sup></li> </ul>

<p>b. Investigate educational opportunities related to Hotel, Restaurant, and Tourism Management at the postsecondary level.</p> <p>c. Describe national standards and certification/licensing procedures related to Hotel, Restaurant, and Tourism Management.</p> <p>d. Describe the role of trade organizations, associations, and unions as related to Hotel, Restaurant, and Tourism Management.</p>	<p>E4, E5, E8, E9, E10, H2, H3, H4, H5</p> <ul style="list-style-type: none"> <li>Have students investigate educational opportunities related to Hotel, Restaurant, and Tourism Management and report their findings to the class. <small>E2, E3, E4, E5, E8, E9, E10, H3, H4</small></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the presentations for accuracy and organization.</li> </ul>
<p>3. Demonstrate related academic skills and workplace skills associated with Hotel, Restaurant, and Tourism Management.</p> <p>a. Practice human relations skills (team participation, client/customer service, leadership, negotiation, working with culturally diverse groups, etc.) related to Hotel, Restaurant, and Tourism Management.</p> <p>b. Discuss work ethics and employer expectations of employees in Hotel, Restaurant, and Tourism Management.</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Have students complete a cooperative project (paper, presentation, or demonstration) associated with an academic subject and Hotel, Restaurant, and Tourism Management. <small>E1, E2, E3, E4, E5, E8, E9, E10, H2, H3, H4, H5</small></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the career and educational opportunities presentation for content and delivery.</li> <li>Evaluate the career report for content and grammar.</li> </ul>
<p>4. Investigate the concepts of quality assurance as related to Hotel, Restaurant, and Tourism Management.</p> <p>a. Describe quality concepts and methods for measuring quality related to Hotel, Restaurant, and Tourism Management.</p> <p>b. Apply quality concepts in the Hotel, Restaurant, and Tourism Management laboratory.</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Lead a discussion of the concepts of quality assurance and the methods that can be used to measure quality and gauge quality improvement as related to Hotel, Restaurant, and Tourism Management.</li> <li>Have students apply quality concepts in the Hotel, Restaurant, and Tourism Management by measuring the quality of their work and charting the increase in quality over time. <small>E1, E2, E3, E4, E5, E9, E10</small></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Monitor for participation in role-play activity.</li> <li>Assess each student's employability skills throughout the year by completing a checklist for workplace skills.</li> </ul>



<p>5. Examine trends and changes related to Hotel, Restaurant, and Tourism Management and global economic factors.</p> <ol style="list-style-type: none"> <li>Define and discuss the concept of global economics and competition.</li> <li>Describe global economic factors and competition as related to Hotel, Restaurant, and Tourism Management.</li> <li>Identify regions and other countries which compete in Hotel, Restaurant, and Tourism Management.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Lead a discussion of the different concepts of global economics and competition as related to Hotel, Restaurant, and Tourism Management.</li> <li>Lead a discussion, using current newspaper and magazine articles, on specific issues related to Hotel, Restaurant, and Tourism Management and global products made in the United States. Identify other countries which compete with products made in the United States. <sup>E3, E5, E8, E9, E10, H1, H2, H3, H4, H5</sup></li> <li>Have students determine and report of other regions and countries that affect competition in Hotel, Restaurant, and Tourism Management and describe ways in which this competition affects workers. <sup>E1, E2, E3, E4, E5, E8, E9, E10, H1, H2, H3, H4, H5</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate each student’s report for content as well as grammar and organization.</li> </ul>
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**STANDARDS**

*American Hotel & Lodging Association’s Educational Institute’s Line Level Hospitality Skills Certification*

- AAL1 Bell Attendant Skills
- AAL2 Concierge Skills
- AAL3 Front Desk Skills
- AAL4 Room Attendant Skills
- AAL5 Reservationist Skills
- AAL6 Banquet Server Skills
- AAL7 Banquet Set-Up Skills
- AAL8 Busperson Skills
- AAL9 Kitchen Steward Skills
- AAL10 Restaurant Server Skills
- AAL11 Room Service Skills

*Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.

- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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#### *Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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#### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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*Suggested References*

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- American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.
- Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.
- Chon, K. (2000). *Welcome to hospitality...an introduction*. Albany, NY: Delmar.
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Spears, M., & Gregoire, M. (2004). *Foodservice organizations: A managerial and systems approach*. Upper Saddle River, NJ: Pearson/Prentice Hall.

Starr, N. (2003). *Viewpoint: An introduction to travel, tourism, and hospitality*. Upper Saddle River, NJ: Prentice Hall.

**Hotel, Restaurant, and Tourism Management II**  
**Unit 1: Program Orientation**

(5 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Review orientation and safety procedures.</p> <ul style="list-style-type: none"> <li>a. Discuss and apply school policies and safety procedures.</li> <li>b. Discuss workplace policies and procedures.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Provide students with a copy of school policies and safety procedures.<sup>E3</sup></li> <li>• Have students read along with you the policies and safety procedures as you explain them.<sup>E2, E3</sup></li> <li>• Discuss workplace policies and procedures.<sup>E2</sup></li> <li>• Have students investigate workplace policies and procedures through activities such as employer visits, school-sponsored field trips, on-site resource speakers, and the Internet.<sup>E1, E2, E3, E4, E10, H4</sup></li> <li>• Have students write a report and present their findings in class.<sup>E1, E2, E3, E4, E5, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Assess each student’s knowledge of school policies and safety procedures with a written unit test, and file the completed test for documentation.</li> <li>• Evaluate each student’s report for content as well as grammar and organization.</li> <li>• Evaluate the presentation for accuracy and organization.</li> </ul>
<p>2. Investigate educational, occupational, and leadership opportunities.</p> <ul style="list-style-type: none"> <li>a. Investigate career opportunities in Hotel, Restaurant, and Tourism Management.</li> <li>b. Update the student’s career and educational plans.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain educational, occupational, and leadership opportunities.<sup>E2</sup></li> <li>• Using the Internet and/or Career Center, have students research career opportunities and write a report on one career in Hotel, Restaurant, and Tourism Management. Have them include the occupational outlook, educational qualifications, working conditions, and potential earnings for each career. Have the students use the career information to update their plans.<sup>E1, E2, E3, E4, E5, E9, E10, H4</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate each student’s report for content as well as grammar and organization.</li> </ul>

<p>3. Review the goals of vocational student organizations.</p> <ol style="list-style-type: none"> <li>a. Explore leadership opportunities in vocational organizations.</li> <li>b. Develop a program of work.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain the vocational student organization including organizational structure, leadership opportunities, and competitive events.<sup>E3</sup></li> <li>• Have students identify local, state, and national goals for the organization. Have students work in groups to develop an annual program of work for the organization.<sup>E1, E2, E3, E4, E5, E9</sup></li> <li>• Allow students to practice leadership through implementation of the program of work.<sup>E3, E4, E5, E9, E10, H4</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate program of work based on local, state, and national goals.</li> <li>• Assess each student’s knowledge of the student organization goals with a written unit test, and file the completed test for documentation.</li> </ul>
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**STANDARDS**

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- AAL6 Banquet Server Skills
- AAL7 Banquet Set-Up Skills
- AAL8 Busperson Skills
- AAL9 Kitchen Steward Skills
- AAL10 Restaurant Server Skills
- AAL11 Room Service Skills

*Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

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### *Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T4 Technology communications tools
- T5 Technology research tools

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### *Suggested References*

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American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.

Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

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School Handbook

School Website

Student Handbook



**Hotel, Restaurant, and Tourism Management II**  
**Unit 2: Overview of the Hospitality Industry**

**(5 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Review the opportunities of the hospitality industry.</p> <ol style="list-style-type: none"> <li>a. Review career opportunities in the hospitality industry.</li> <li>b. Discuss industry certifications.</li> <li>c. Explore continuing education opportunities.</li> <li>d. Identify available scholarships.</li> <li>e. Discuss internship opportunities.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss with students career opportunities, certifications, continuing education opportunities, available scholarships, and internships in the hospitality industry.<sup>E2, H1, H2, H3</sup></li> <li>• Discuss the importance of continuing education and internships.<sup>E2, H1, H2, H3</sup></li> <li>• Have students report on career opportunities and how to receive a scholarship in the hospitality industry.<sup>E1, E2, E3, E4, E5, E9, E10, H1, H2, H3, H4, H5</sup></li> <li>• Take students on field trip so they can see how a real hotel operates. Have students write a report on their findings.<sup>E2, E9, E10, H2, H3, H5</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate students on their reports on career opportunities and scholarship information for grammar, spelling, and accuracy of information.</li> <li>• Evaluate students on their reports on the field trip for accuracy of information, grammar, and spelling.</li> </ul>
<p>2. Review the components of the hospitality industry.</p> <ol style="list-style-type: none"> <li>a. Review the organizational structures and functions of the lodging industry.</li> <li>b. Review the organizational structures and functions of the food service industry.</li> <li>c. Review the parts of the travel and tourism industry.</li> <li>d. Review the reasons why people travel.</li> <li>e. Review tourism in different areas of the state.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Review the lodging industry by looking at the structures, functions, foodservice, why people travel, travel and tourism.<sup>E2, E9, E10, H1, H2, H3, H5</sup></li> <li>• Discuss tourism in different areas of the state.<sup>E2, E10, H1, H2, H3, H5</sup></li> <li>• Have students write a report on tourism in Mississippi.<sup>E1, E2, E3, E4, E5, E9, E10, H1, H2, H3, H4, H5</sup></li> <li>• Have students complete an oral report on different reasons why people travel.<sup>E1, E3, E4, E5, H1, H2, H3, H4, H5</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate students on their written report on tourism and why people travel.</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluate oral presentation for organization and accuracy.</li> </ul>
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## STANDARDS

### *American Hotel & Lodging Association's Educational Institute's Line Level Hospitality Skills Certification*

AAL1	Bell Attendant Skills
AAL2	Concierge Skills
AAL3	Front Desk Skills
AAL4	Room Attendant Skills
AAL5	Reservationist Skills
AAL6	Banquet Server Skills
AAL7	Banquet Set-Up Skills
AAL8	Busperson Skills
AAL9	Kitchen Steward Skills
AAL10	Restaurant Server Skills
AAL11	Room Service Skills

### *Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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*Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
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- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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*Suggested References*

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American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.

Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Chon, K. (2000). *Welcome to hospitality...an introduction*. Albany, NY: Delmar.

Starr, N. (2003). *Viewpoint: An introduction to travel, tourism, and hospitality*. Upper Saddle River, NJ: Prentice Hall.

**Hotel, Restaurant, and Tourism Management II**  
**Unit 3: Computerized Front Office Procedures**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Perform the appropriate reservation procedures using computerized reservation systems.</p> <ul style="list-style-type: none"> <li>a. Use proper telephone techniques and computer skills to accurately record reservation information.</li> <li>b. Use proper telephone techniques and computer skills to accurately change reservation information.</li> <li>c. Use proper telephone techniques and computer skills to accurately cancel reservation information.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and demonstrate the proper procedures for using the telephone and computer to make mock reservations and cancel mock reservations. <sup>A1, A2, A5, A8, E2, E3, E10</sup></li> <li>• Have students demonstrate by role-play the correct procedures for doing a mock telephone for making reservations and canceling reservations. <sup>A2, A5, A8, E2, E4, E9, E10</sup></li> <li>• Have students use the computer system to make reservations and cancel reservations. <sup>A2, A5, E1</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observe students to make sure they make reservations and cancel reservations using the correct procedures by grading the students on rubric.</li> <li>• Grade students on rubric for role-play on mock telephone making reservations and canceling reservations.</li> </ul>
<p>2. Apply proper computerized techniques in check-in and check-out processes.</p> <ul style="list-style-type: none"> <li>a. Utilize communication skills to take in and convey information while using the computer to accurately record proper information during check-in.</li> <li>b. Utilize communication skills to take in and convey information while using the computer to accurately record proper information during check-out.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and demonstrate the correct procedures for checking in and out a guest by utilizing communication skills and using the computer, making sure there are accurate records with the proper information. <sup>A1, A2, A5, A8, E2, E9, E10</sup></li> <li>• Have the students demonstrate the correct procedures for checking in and out a guest by utilizing communication skills and using the computer making sure there is accurate records with the proper information. <sup>A1, A2, A5, A8, E1, E2, E3, E4, E5, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observe students, making sure they are using the correct procedures when checking the guest in and out utilizing communication skills and keeping accurate records with the proper information.</li> </ul>

<p>3. Demonstrate the use of front office equipment.</p> <ol style="list-style-type: none"> <li>a. Demonstrate the use of the fax, copier, scanner, and printer.</li> <li>b. Discuss appropriate guest charges for use of front office equipment.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and demonstrate the use of front office equipment. Include the fax, copier, scanner, and printer.<sup>E2</sup></li> <li>• Have students demonstrate the correct operation of all front office equipment.<sup>A1, A2, E4, H4</sup></li> <li>• Discuss appropriate charges for the use of the front office equipment.<sup>E3</sup></li> <li>• Have students survey local hotels to determine guest charges associated with the use of the front office equipment.<sup>E2, E9</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate students on the demonstration of the front office equipment for accuracy of operation.</li> <li>• Evaluate students on the survey for completion.</li> </ul>
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**STANDARDS**

*American Hotel & Lodging Association’s Educational Institute’s Line Level Hospitality Skills Certification*

- AAL1 Bell Attendant Skills
- AAL2 Concierge Skills
- AAL3 Front Desk Skills
- AAL5 Reservationist Skills

*Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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### *Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
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- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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### *Suggested References*

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- American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year two*. Lansing, MI: Author.
- Ismail, A. (1999). *Hotel sales & operations*. Albany, NY: Delmar.
- Ismail, A. (2002). *Front office operations and management*. Albany, NY: Thomson/Delmar.

Kasavana, M., & Brooks, R. (2001). *Managing front office operations*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

**Hotel, Restaurant, and Tourism Management II**

**Unit 4: Supervision and Human Relations in the Hospitality Industry**

**(15 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate proper supervisory skills.</p> <ul style="list-style-type: none"> <li>a. Identify traditional management styles to include autocratic, bureaucratic, and democratic.</li> <li>b. Demonstrate effective staffing and scheduling techniques.</li> <li>c. Identify ways a hotel or restaurant can minimize the risks involved in doing business.</li> <li>d. Explore ways to apply the principles of time management.</li> <li>e. Discuss and demonstrate crisis management skills.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe traditional management styles focusing on the primary characteristics of each style.<sup>H1, H3, H5, E10</sup></li> <li>• Provide each student with a handout listing the characteristics in random order. Have students identify the management style being described.<sup>E3</sup></li> <li>• Divide students into small groups and have them contrast the different management styles. Have groups write scenarios depicting each style of management being used in a work environment.<sup>E1, E2, E4, E5, E9, E10, H3, H5</sup></li> <li>• Provide each student with case studies or scenarios that describe the actions of managers. Have students analyze the manager’s behavior, determine the most appropriate style of management for the particular situation, and explain why the style is most appropriate.<sup>E2, E3, E4, E5, E9, E10, H3, H5</sup></li> <li>• Describe basic risks to include human, natural, and economic. Identify basic ways to handle risks to include transfer, retention, prevention, and avoidance.<sup>E2, E3</sup></li> <li>• Divide students into three groups and have each group identify a variety of ways to handle a specific risk. Each group will share their ideas.<sup>E2, E3, E4, E5</sup></li> <li>• Have students identify each type of risk from a variety of examples on a teacher-made handout.<sup>E2, E3</sup></li> <li>• Have students research liability insurance using textbooks. Students will define liability insurance and list the basic types of coverage.<sup>E3</sup></li> <li>• Identify and discuss terms, rules, and procedures related to crisis management.<sup>H1, H2, H3, H4</sup></li> <li>• Review the school’s crisis management plan for tornado, fire, and bomb threats.</li> </ul>



	<p>Students will demonstrate the appropriate procedures for each circumstance.<sup>H5</sup></p> <ul style="list-style-type: none"> <li>• Divide students into teams and have them develop scenarios depicting workplace crises using personal experiences, publications, and the Internet. Groups will role-play the crisis and demonstrate an appropriate method of dealing with the crisis.<sup>E2, E3, E4, E5, E6, E9, E10</sup></li> <li>• Students will develop a plan to deal with a fire in a small restaurant.<sup>E1, E2, E3, E9, E10</sup></li> <li>• Provide students with case studies or scenarios that describe various crises. Have students work in teams of three or four to analyze the case studies or scenarios, applying appropriate rules and procedures. Students will also develop ways to prevent crises.<sup>E2, E4, E9, E10</sup></li> <li>• Discuss the importance of time management.<sup>E2</sup></li> <li>• Have students create a log showing typical activities performed during a week and the amount of time given to each activity. Students will divide activities into major categories such as sleep, school, homework, eating, etc.<sup>A1, A2, A5, E1, E9, E10</sup></li> <li>• Assign partners, and have each group create a pie chart on the computer showing how their time is spent. Students will analyze their pie chart to determine a personal plan to better manage their own time.<sup>A1, A8, E1, E3, E4</sup></li> <li>• Have students use the computer/Internet to conduct research and type a report describing the benefits of time management.<sup>E1, E3, E9</sup></li> <li>• Discuss effective staffing and scheduling techniques.<sup>E2</sup></li> <li>• Using overhead projector and transparency, brainstorm with students to create a schedule.<sup>E2</sup></li> <li>• Using a teacher-made case study listing the number of part-time and full-time employees and hours of operation, have students schedule employees for a workweek.<sup>A1, A2, A8</sup></li> </ul>
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	<ul style="list-style-type: none"><li>• Divide students into groups and have them compare and contrast schedules. Discuss the advantages and disadvantages of each schedule.<sup>E2, E4, E5</sup></li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>• Evaluate students on the handout identifying the basic characteristics of the traditional styles of management.</li><li>• Monitor teams as they work to contrast the management styles and write scenarios.</li><li>• Lead a discussion on the rationale of the appropriate style of management being depicted in the case study.</li><li>• Evaluate risk handout for accuracy in identifying types of risks.</li><li>• Monitor group work to ensure that every member participates. Evaluate the teams' use of the appropriate terminology as they identify ways to handle risks.</li><li>• Use a teacher-made checklist to determine if procedures were followed correctly for each crisis.</li><li>• Monitor each group to ensure that every member participates. Students will comment on the crisis role-play.</li><li>• Evaluate crisis management plan for content, realism, and appropriate plan of action.</li><li>• Evaluate student time log for completeness. Consider 24 hours in a day, time for sleeping, eating, working, television, homework, etc.</li><li>• Evaluate student's ability to create a pie chart using the computer. Pie chart should include major and minor activities and the number of hours devoted to each activity.</li><li>• Evaluate the time management report on content, clarity, grammar, and spelling.</li><li>• Observe students as schedule is completed on overhead. Monitor student participation.</li><li>• Have students peer evaluate schedules checking for hours worked and inclusion of all employees.</li><li>• Evaluate schedules for accuracy and neatness.</li></ul>
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<p>2. Demonstrate appropriate employee relations skills.</p> <ol style="list-style-type: none"> <li>a. Identify and apply appropriate interaction skills with other employees.</li> <li>b. Employ team work as a part of the daily routine.</li> <li>c. Discuss the importance of employee evaluation and feedback.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the appropriate employee relations skills that a supervisor would demonstrate while interacting with employees, organizing teamwork, and evaluating employees.<sup>E2</sup></li> <li>• Demonstrate a variety of “do’s and don’ts” for managers and employees in various situations.<sup>E2</sup></li> <li>• Divide students into groups, and have students role play appropriate interaction skills when dealing with employees, participating in teamwork, and evaluating employees. Have classmates identify appropriate and inappropriate behavior.<sup>E2, E3, E4, E5, E9, E10</sup></li> <li>• Assign students a partner, and have students evaluate the partner as he/she demonstrates a basic housekeeping duty such as making a bed.<sup>E2, E3, E4, E5, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observe student participation as “do’s and don’ts” are discussed.</li> <li>• Have students peer review the role-play activities using a teacher-made checklist.</li> <li>• Use rubric designed to evaluate each step of the housekeeping duty.</li> </ul>
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**STANDARDS**

*American Hotel & Lodging Association’s Educational Institute’s Line Level Hospitality Skills Certification*

- AAL1 Bell Attendant Skills
- AAL2 Concierge Skills
- AAL3 Front Desk Skills
- AAL4 Room Attendant Skills
- AAL5 Reservationist Skills
- AAL6 Banquet Server Skills
- AAL7 Banquet Set-Up Skills
- AAL8 Buspenderson Skills
- AAL9 Kitchen Steward Skills
- AAL10 Restaurant Server Skills
- AAL11 Room Service Skills

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*Academic Standards*

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- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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*Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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*Suggested References*

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- American Hotel & Lodging Association's Educational Institute. (1995). *From tension to teamwork*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1997). *Handling problems and conflicts*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1997). *Improving communications*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1997). *Leadership*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1997). *You as a supervisor*. Lansing, MI: Author.
- Chon, K. (2000). *Welcome to hospitality...an introduction*. Albany, NY: Delmar.
- Kavanaugh, R., & Ninemeier, J. (2001). *Supervision in the hospitality industry* (3<sup>rd</sup> ed.). Lansing, MI: American Hotel & Lodging Association's Educational Institute.
- Mancini, M. (2003). *Connecting with customers*. Upper Saddle River: NJ: Prentice Hall.
- Starr, N. (2003). *Viewpoint: An introduction to travel, tourism, and hospitality*. Upper Saddle River, NJ: Prentice Hall.
- Woods, R. (2002). *Managing hospitality human resources*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

**Hotel, Restaurant, and Tourism Management II**  
**Unit 5: Accounting**

**(20 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Apply proper accounting techniques in the collection and finalization of all guest accounts.</p> <ol style="list-style-type: none"> <li>a. Demonstrate appropriate cash and check handling techniques for all transactions at the front desk.</li> <li>b. Apply proper techniques for credit card use at check-in and check-out.</li> <li>c. Demonstrate the correct procedures for posting charges and payments to guest accounts.</li> <li>d. Apply correct procedures for direct bill accounts.</li> <li>e. Complete a night audit.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the appropriate cash, check, and credit card techniques for handling all transactions at the front desk.<sup>A1, A2, E1, E2, H2, H3, H5</sup></li> <li>• Have students use play money and checks to demonstrate the correct methods for accepting payment and making change.<sup>A1, A2, E9, E10, H3</sup></li> <li>• Divide students into pairs and have each student demonstrate how to complete a credit card voucher and use an imprinter.<sup>E1, E2, E5, H4</sup></li> <li>• Have each student demonstrate the proper procedure for posting various charges and cash payments.<sup>A1, A2, A5, A8, E3, E4</sup></li> <li>• Have each student demonstrate the correct procedures for the use of direct bill settlements.<sup>A1, A2, A5, A8, E3, E4</sup></li> <li>• Discuss the functions of the night audit. Provide students with a handout that lists the steps in the night audit process.<sup>E2, E3</sup></li> <li>• Students will demonstrate the correct method of posting room charges, tax, and other charges to a guest folio. Have students post payments to the City Ledger and Cash Advance sheets.<sup>A1, A2, A5</sup></li> <li>• Divide students into teams of two. Have each team verify totals and make corrections where needed.<sup>E4, A1, A2</sup></li> <li>• Students will complete a night audit. Students will create guest folios, post transactions as they occur, calculate tax, and complete a transcript.<sup>A1, A2, A5 E1, E2, E4</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor student participation during discussion.</li> <li>• Using a checklist, evaluate students as they accept cash payment and make change.</li> <li>• Have students evaluate their partner's technique in accepting a credit card for</li> </ul>

	<p>payment.</p> <ul style="list-style-type: none"> <li>• Check the customer’s bill and credit card voucher for accuracy.</li> <li>• Check the direct bill for accuracy.</li> <li>• Monitor students as they work on the folios. Answer questions and provide assistance where needed.</li> <li>• Monitor teamwork. Spot check student totals for accuracy.</li> <li>• Evaluate guest folios, City Ledger Control, and Advance Payment Control for accuracy and completeness.</li> </ul>
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**STANDARDS**

*American Hotel & Lodging Association’s Educational Institute’s Line Level Hospitality Skills Certification*

AAL3 Front Desk Skills

*Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.

- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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### *Suggested References*

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- American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program workbook*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.
- Andrew, W., & Schmidgall, R. (1993). *Financial management for the hospitality industry*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.



- Chon, K. (2000). *Welcome to hospitality...an introduction*. Albany, NY: Delmar.
- Cote, R. (2001). *Accounting for hospitality managers*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.
- DeFranco, A., & Pender, B. (2000). *Cost control in the hospitality industry*. Upper Saddle River, NJ: Prentice Hall.
- Sanders, E., & Hill, T. (2001). *Foodservice profitability: A control approach*. Upper Saddle River, NJ: Prentice Hall.
- Schmidgall, R. (2002). *Hospitality industry managerial accounting*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.
- Uniform system of accounts for the lodging industry*. (1996). Lansing, MI: American Hotel & Lodging Association's Educational Institute.

**Hotel, Restaurant, and Tourism Management II**  
**Unit 6: Safety**

**(30 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Identify the procedures to follow in the event of a fire.</p> <ol style="list-style-type: none"> <li>a. Identify the three types of fires.</li> <li>b. Apply proper fire drill procedures to assist guests.</li> <li>c. Relate the importance of the location of fire exits and alarms.</li> <li>d. Apply the proper procedures to assist in preventing the spread of fire.</li> <li>e. Explain the proper use of fire extinguishers.</li> <li>f. Recognize the procedures to use in the event of being trapped by fire.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and identify the three types of fires and their characteristics.<sup>E2</sup></li> <li>• Have students identify the class of fire extinguisher to use with each type of fire. A2, A5, E1, E2, E3, E4, E5, E8, E9, E10</li> <li>• Given a diagram of a local hotel, the students will design an evacuation plan.<sup>A2, A5, E1, E2, E3, E4, E5, E8, E9, E10</sup></li> <li>• Have students identify where all pull stations and fire exits are in the school.<sup>E2, E3, E4, E5, E9, H4</sup></li> <li>• Have the local fire department demonstrate proper procedures (i.e., use of a fire extinguisher).<sup>B7, E2, E3</sup></li> <li>• After discussion, have the students role-play how to escape a fire.<sup>A8, E1, E2, E3, E4, E5, E8, E9, E10, H4</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate classification of fire extinguishers based on accuracy.</li> <li>• Evaluate identification of fire pulls based on accuracy.</li> <li>• Evaluate students on participation and questions asked of guest speaker.</li> <li>• Evaluate the role-play based on participation and accuracy.</li> </ul>
<p>2. Examine the regulations for hazardous chemicals.</p> <ol style="list-style-type: none"> <li>a. Identify OSHA and its function.</li> <li>b. Identify and discuss the importance of HazComm.</li> <li>c. Identify and discuss the importance of MSDS.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss and identify regulations for hazardous chemicals. Include OSHA, HazComm, and MSDS.<sup>E3</sup></li> <li>• Have students participate in a class discussion on OSHA and list its importance.<sup>B7, E1, E2, E3, E4, E5, E8, E9, E10, H3</sup></li> <li>• Lead the students in a class discussion on HazComm.<sup>B7, E1, E2, E3, E4, E5, E8, E9, E10, H3</sup></li> <li>• Have the students take an MSDS and fill out the appropriate information on a HazComm form.<sup>B7, E1, E2, E3, E4, E5, E8, E9, E10, H3</sup></li> </ul>

	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate students on participation in class discussions.</li> <li>• Evaluate the students' HazComm form for completion and accuracy.</li> </ul>
<p>3. Recognize general guidelines for handling medical emergencies and contingency procedures for other emergencies.</p> <ol style="list-style-type: none"> <li>Discuss general guidelines for handling medical emergencies.</li> <li>Practice contingency procedures for other emergencies.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the types of medical emergencies that can occur. Describe the procedures for handling emergencies. <sup>B7, E2, E3</sup></li> <li>• Invite the Allied Health teacher or other guest speaker to discuss medical emergencies. <sup>B7, E2, E3</sup></li> <li>• Participate in the school emergency drills, such as tornado or bomb threat. <sup>E1, E2, E3, E4, E5, E8, E9, E10, H3</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate students on class participation and questions asked of guest speaker.</li> <li>• Evaluate the students for accuracy of procedures during emergency drills.</li> </ul>

**STANDARDS**

*American Hotel & Lodging Association's Educational Institute's Line Level Hospitality Skills Certification*

- AAL1 Bell Attendant Skills
- AAL2 Concierge Skills
- AAL3 Front Desk Skills
- AAL4 Room Attendant Skills
- AAL5 Reservationist Skills
- AAL6 Banquet Server Skills
- AAL7 Banquet Set-Up Skills
- AAL8 Buspendon Skills
- AAL9 Kitchen Steward Skills
- AAL10 Restaurant Server Skills
- AAL11 Room Service Skills

*Academic Standards*

- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

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#### *Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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#### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools

- T5 Technology research tools  
T6 Technology problem-solving and decision-making tools

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*Suggested References*

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American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year two*. Lansing, MI: Author.

Cichy, R. (1994). *Quality sanitation management*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Ellis, R. (n.d.). *Guide to occupational safety and health compliance for the lodging industry*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

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National Restaurant Association Educational Foundation. (2004). *ServSafe essentials*. Chicago: Author.

Woods, R., & King, J. (2002). *Leadership and management in the hospitality industry*. Lansing, MI: Educational Institute of the American Hotel and Lodging Association.

**Hotel, Restaurant, and Tourism Management II**  
**Unit 7: Food and Beverage Cost Controls**

**(30 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Identify management principles as they relate to controlling cost.</p> <ul style="list-style-type: none"> <li>a. Explain the importance of controlling the menu cost.</li> <li>b. Discuss the importance of standardized recipe costs.</li> <li>c. Explain the importance of controlling the cost of food and beverages.</li> <li>d. Describe the importance of controlling the cost of labor through wages and schedules.</li> <li>e. Use proper techniques in controlling the cost of materials in food production.</li> <li>f. Determine the cost of a recipe.</li> <li>g. Determine the selling price of a menu item.</li> <li>h. Discuss profit and loss.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain why it is important to control the menu cost. Invite a food and beverage manager to come and discuss this issue.<sup>E3</sup></li> <li>• Define what a standardized recipe is and have a class discussion on why they are important for food and beverage operations.<sup>E2, E3</sup></li> <li>• Have a discussion about controlling the cost of food and beverages, and lead the students in discovering what happens when you don't.<sup>E2, E3</sup></li> <li>• Ask the food and beverage manager to discuss the importance of controlling labor costs.<sup>E2, E3</sup></li> <li>• Take an in-school field trip to the food kitchen for an introduction into the methods of controlling the cost of materials in food production. Have the students write a paper about what they observed including right and wrong procedures.<sup>A8, E1, E2, E3, E3, E4, E5, E8, E9, E10</sup></li> <li>• Explain and demonstrate the method by which a recipe cost is calculated. Have the students cost out a recipe.<sup>A1, A2, A8, E3, E4</sup></li> <li>• Discuss the procedure used to determine the cost of a menu item.<sup>E2, E3</sup></li> <li>• Discuss the role that profit and loss has in the food service industry.<sup>E2, E3</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate students based on participation and questions asked of guest speaker.</li> <li>• Evaluate students' paper based on grammar, spelling, organization, and content.</li> <li>• Evaluate students' costing of recipe and menu based on correct math procedures.</li> </ul>

<p>2. Examine the importance of various methods of controls.</p> <ol style="list-style-type: none"> <li>Explain methods for controlling production and quality control.</li> <li>Illustrate the importance of inventory control.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Take the students to a local food service operation and examine the procedures involved in the control of the food service product. <sup>E2, E3</sup></li> <li>Have a guest speaker discuss the importance of inventory control. <sup>A8, E1, E2, E3, E3, E4, E5, E8, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate students based on participation and questions asked of guest speaker.</li> </ul>
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## STANDARDS

### *American Hotel & Lodging Association's Educational Institute's Line Level Hospitality Skills Certification*

- AAL6 Banquet Server Skills
- AAL7 Banquet Set-Up Skills
- AAL8 Buspenderson Skills
- AAL9 Kitchen Steward Skills
- AAL10 Restaurant Server Skills
- AAL11 Room Service Skills

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.

- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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*Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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*Suggested References*

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- Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.
- Chon, K. (2000). *Welcome to hospitality...an introduction*. Albany, NY: Delmar.
- Cichy, R., & Wise, P. (1999). *Managing service in food and beverage operations*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.
- DeFranco, A., & Pender, B. (2000). *Cost control in the hospitality industry*. Upper Saddle River, NJ: Prentice Hall.



Kotschevar, L., & Chicy, R. (2004). *Managing beverage service*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Ninemeier, J. (2000). *Management of food and beverage operations*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Ninemeier, J. (2001). *Planning and control for food and beverage operations*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

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**Hotel, Restaurant, and Tourism Management II**  
**Unit 8: Travel and Tourism**

**(30 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Explore travel locations world-wide.</p> <ul style="list-style-type: none"> <li>a. Identify countries and cities of major tourist attractions.</li> <li>b. Identify the continents and oceans.</li> <li>c. Identify the history and culture of countries and other major points of interest.</li> <li>d. Describe the foreign currency and exchange rate which affects travel decisions world-wide.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss countries and cities that are major tourist attractions.<sup>E2, E3</sup></li> <li>• Have students research countries and cities of major tourist attractions using the Internet and trade publications. Have students develop a list of countries and cities that are major tourist attractions.<sup>E1, A8, E1, E2, E3, E3, E4, E5, E8, E9, E10, H1, H3, H4</sup></li> <li>• Identify and discuss continents and oceans.<sup>E2, E3, H1, H2, H3, H4</sup></li> <li>• Have the students use the Internet to research continents and oceans. Have students make an oral presentation on one continent or ocean.<sup>E1, E2, E3, E4, E5, E10, H1, H3, H4</sup></li> <li>• Discuss the history and culture of countries.<sup>E2, E3</sup></li> <li>• Have students use the Internet to research the history and culture of countries and other major points of interest. Have students lead a class discussion of their findings.<sup>E1, E2, E3, E4, E5, E10, H1, H3, H4</sup></li> <li>• Identify and discuss foreign currency and the exchange rate.<sup>A1, A2, A5, E2, E3</sup></li> <li>• Have students use the Internet to research foreign currency and exchange rate. Have students practice exchanging currency using play money.<sup>E1, E2, E3, E4, E5, E10, H1, H3, H4</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the list for accuracy of content.</li> <li>• Evaluate the oral presentation for accuracy, grammar, and organization.</li> <li>• Evaluate the class discussion for participation and accuracy of content.</li> <li>• Evaluate the currency exchange activity based on accuracy.</li> </ul>
<p>2. Discuss the requirements of becoming an accredited travel agency and/or tour guide.</p> <ul style="list-style-type: none"> <li>a. Identify the types of tour guides and travel agencies.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify the types of tour guides and travel agencies. Discuss the differences in each.<sup>E2, E3</sup></li> <li>• Have students identify the different types</li> </ul>

<p>b. Identify accrediting procedures.</p> <p>c. Compare and contrast intersell/Internet agencies to a traditional travel agency.</p>	<p>of tour guides and travel agencies from a list.<sup>E1, E2, E3, E4, E5, E10</sup></p> <ul style="list-style-type: none"> <li>• Discuss accrediting procedures for travel agencies and tour guides.<sup>E2, E3</sup></li> <li>• Have students research accrediting procedures on the Internet and discuss with the class.<sup>E1, E2, E3, E4, E5, E10</sup></li> <li>• Define the difference between intersell/Internet agencies and a traditional travel agency.<sup>E2, E3</sup></li> <li>• Provide the students with examples of intersell/Internet agencies and traditional agencies and have them identify each by classification.<sup>E1, E2, E3, E4, E5, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the list for accuracy.</li> <li>• Evaluate the discussion for participation and accuracy of content.</li> <li>• Evaluate the list for accuracy.</li> </ul>
<p>3. Demonstrate activities associated with organizing, booking, and conducting group tours.</p> <p>a. Identify the special services and needs of the client.</p> <p>b. Prepare a client travel package.</p> <p>c. Book transportation, accommodations, and activities.</p> <p>d. Prepare itinerary computing cost and selling price.</p> <p>e. Discuss the importance of customer satisfaction and feedback.</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe and discuss special needs of clients.<sup>E2, E3</sup></li> <li>• Have students identify special services and needs of various clients by making a list of common needs and services and an explanation of how travel agents can assist with special needs and services.<sup>E1, E2, E3, E4, E5, E6, E9, E10, H3, H4</sup></li> <li>• Discuss and demonstrate how to prepare a client travel package.<sup>E2, E3</sup></li> <li>• Have students prepare a client travel package using the Internet resources.<sup>E1, E2, E3, E4, E5, E6, E9, E10, H3, H4</sup></li> <li>• Discuss transportation, accommodations, and activities and how to book these services.<sup>E2, E3</sup></li> <li>• Have students use the Internet to book transportation, accommodations, and activities.<sup>E1, E2, E3, E4, E5, E6, E9, E10</sup></li> <li>• Discuss and describe how to prepare an itinerary and compute cost and selling price.<sup>E2, E3</sup></li> <li>• Have students use the Internet to prepare an itinerary. This itinerary should compute cost and selling price.<sup>E1, E2, E3, E4, E5, E6, E9, E10</sup></li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss the importance of customer satisfaction and feedback. Explain ways to handle customer complaints.<sup>E2, E3</sup></li> <li>• Provide the students with case studies involving customer complaints and have the students work in groups to resolve issues.<sup>E2, E3</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the list and explanations for accuracy.</li> <li>• Evaluate the package for accuracy of content, timelines, and organization.</li> <li>• Evaluate bookings for accuracy and timelines.</li> <li>• Evaluate the itinerary for accuracy of organization, timelines, cost, and selling price.</li> <li>• Evaluate the group discussions for participation and accuracy.</li> </ul>
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## STANDARDS

### *American Hotel & Lodging Association's Educational Institute's Line Level Hospitality Skills Certification*

AAL2 Concierge Skills

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A5 Utilize various formulas in problem-solving situations.
- A8 Analyze data and apply concepts of probability.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

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*Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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*Suggested References*

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Cook, R., Yale, L., & Marqua, J. (2002). *Tourism: The business of travel*. Upper Saddle River, NJ: Prentice Hall.

Fridgen, J. (1991). *Dimensions of tourism*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Hudman, L., & Jackson, R. (1999). *Geography of travel and tourism*. Albany, NY: Delmar.

Mancini, M. (1999). *Selling destinations: Geography for the travel professional*. Albany, NY: Delmar.

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**Hotel, Restaurant, and Tourism Management II**  
**Unit 9: Hospitality Marketing**

(25 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Explore and apply marketing concepts for the hospitality industry.</p> <ol style="list-style-type: none"> <li>a. Define the marketing process.</li> <li>b. Identify market characteristics.</li> <li>c. Identify the principles of supply and demand.</li> <li>d. Identify the four “P’s” of marketing.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the marketing process. Define <i>marketing, supply, demand, target market, demographics, marketing mix, and service marketing</i>. Distinguish between a product and a service.<sup>E2, E3, E10</sup></li> <li>• Ask students to list goods and services sold by local restaurants, hotels, and airlines. Use two columns on the board to distinguish between goods or services.<sup>E1, E2, E3</sup></li> <li>• Have students work in pairs. Have each pair visit the home page of a major hotel property, a small motel, and a bed and breakfast. In a short summary, have students compare the amenities of each, determine what each property emphasizes and identify the target market.<sup>E1, E2, E4, E9</sup></li> <li>• Have students list the four “P’s” of marketing. Students will identify activities for Price, Place, Promotion, and Product.<sup>E3</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor students as they participate in the group discussion about goods and services.</li> <li>• Evaluate summary for content, grammar, and organization.</li> <li>• Check student activity for accuracy and understanding of the concept of the four P’s of marketing.</li> </ul>
<p>2. Develop advertising campaigns using appropriate media.</p> <ol style="list-style-type: none"> <li>a. Explore media avenues.</li> <li>b. Identify target market.</li> <li>c. Decide what avenue to follow based on market.</li> <li>d. Develop campaign.</li> <li>e. Implement and promote campaign strategies.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the various media avenues. Provide students with a handout that outlines the advantages and disadvantages of each medium.<sup>E2, E3</sup></li> <li>• Discuss the basic parts of an advertisement to include headline, copy, illustration, and signature. Using a magazine advertisement, have students label the parts of the ad by gluing labels on or near each part.<sup>E3</sup></li> <li>• Define <i>target market</i>. Have students brainstorm in groups on how hotels cater to</li> </ul>

	<p>different market segments. Ask groups to share their answers with the class.<sup>E2, E4</sup></p> <ul style="list-style-type: none"> <li>• Have students develop a print advertisement for a hotel or restaurant. Ask students to focus the advertisement on a particular target market. The ad should contain the four basic elements of ad layout: headline, copy, illustration, and signature.<sup>E1, E2, E3, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate each advertisement for accuracy in identifying the parts of an advertisement.</li> <li>• Monitor each student’s participation in group discussions. Evaluate each group’s discussion of the market segment.</li> <li>• Evaluate each advertisement for layout and creativity.</li> </ul>
<p>3. Develop a promotional campaign using a promotional mix.</p> <ol style="list-style-type: none"> <li>a. Explain the role of promotion.</li> <li>b. Explain the types of promotion to include personal selling, sales promotions, publicity, and advertising.</li> <li>c. Explain the concept of a promotional mix.</li> <li>d. Coordinate promotional activities.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain the role of promotion in marketing and selling the hospitality product. Discuss the types of promotional activities to include personal selling, advertising, sales promotion, and public relations.<sup>E2</sup></li> <li>• Divide students into groups of two or three. Have each group develop a list of examples for each type of promotional activity. Have each group share their examples with the class.<sup>E1, E4, E10</sup></li> <li>• Provide travel brochures or information from a travel agent for students to see as an example. Assign small groups to create a promotional poster for a trip package including hotel, airline, and attractions.<sup>E1, E2, E3, E4</sup></li> <li>• Have individual students research a hotel through the Internet or travel publications. Have each student develop a sales presentation that includes the basic steps of a sale. Presentations will be presented to the class.<sup>E1, E2, E3, E4, E5, E9, E10</sup></li> <li>• Divide students into teams of three or four. Have each team develop a promotional plan for the grand opening of a lodging property or a restaurant. Have groups describe in writing how each part of the</li> </ul>



	<p>promotional mix will be addressed.<sup>E1, E2, E3, E4, E5, E9</sup></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Monitor groups as they develop examples of promotional activities.</li> <li>• Evaluate each promotional poster for content and creativity.</li> <li>• Evaluate each presentation for content and delivery.</li> <li>• Evaluate each plan for content as well as organization.</li> </ul>
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**STANDARDS**

*American Hotel & Lodging Association’s Educational Institute’s Line Level Hospitality Skills Certification*

- AAL2 Concierge Skills
- AAL3 Front Desk Skills
- AAL5 Reservationist Skills

*Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

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*Workplace Skills for the 21st Century*


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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*


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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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*Suggested References*


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- American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program workbook*. Lansing, MI: Author.
- American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.
- Clow, K., & Kurtz, D. (2004). *Services marketing: Operation, management, and strategy*. Cincinnati, OH: Atomic Dog.
- Kaser, K. (2002). *Hospitality marketing*. Mason, OH: Southwestern.
- Kotler, P., Bowen, J., & Makens, J. (2003). *Marketing for hospitality and tourism*. Upper Saddle River, NJ: Prentice Hall.
- Morrison, A. (2002). *Hospitality and travel marketing*. Albany, NY: Delmar/Thomson Learning.

Plog, S. (2004). *Leisure travel: A marketing handbook*. Upper Saddle River, NJ: Pearson/Prentice Hall.

**Hotel, Restaurant, and Tourism Management II**  
**Unit 10: Employability Skills**

(25 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Review and update job application techniques.</p> <ul style="list-style-type: none"> <li>a. Review proper procedures for filling out an application.</li> <li>b. Review proper procedures to prepare a resume and update an existing resume.</li> <li>c. Demonstrate proper procedures to write a cover letter.</li> <li>d. Demonstrate proper procedures to write a thank-you/follow-up letter.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss the importance of employability skills. <sup>H1, H5</sup></li> <li>• Discuss how to locate a job. Use newspapers to identify hospitality related jobs in the area. Explore Internet sites that list job openings. <sup>E3, H4</sup></li> <li>• Have students develop a report of the job outlook and current opportunities available in the field. Students may use the resources at the Career Center (Career Futures software) or search newspapers, professional journals, the Internet, and other relevant publications. <sup>E1, E3, E4, E5, E9, E10, H2, H4</sup></li> <li>• Explain the importance of the application process, and identify the differences in a job application and a resume. Discuss the importance of completing a job application and resume correctly. Include neatness, spelling, grammar, punctuation, and handwritten versus typed. <sup>E2, E3</sup></li> <li>• Have students complete a job application. <sup>E1, E4, E5, E9, E10</sup></li> <li>• Discuss the importance of the job interview and describe appropriate and inappropriate interview techniques. <sup>E2, E3</sup></li> <li>• Divide students into teams of two and have them complete a mock interview with one team member as the interviewer and the other as the interviewee, or ask Advisory Committee members to interview students. <sup>E2, E3, E4, E5, E9, E10</sup></li> <li>• Use a transparency to discuss the parts of a cover letter, and provide each student with a written sample. <sup>E3</sup></li> <li>• Have students update their resume and prepare a cover letter that can be used to apply for a selected job. <sup>E1, E3, E4</sup></li> <li>• Discuss the importance of a thank-you note or follow-up letter after an interview. <sup>E2, E3</sup></li> <li>• Using a transparency, identify the major</li> </ul>

	<p>parts of a letter.<sup>E2, E3</sup></p> <ul style="list-style-type: none"> <li>• Divide students into groups of three or four and have each group discuss the contents of a follow-up letter.<sup>E2, E3</sup></li> <li>• Have students write a thank-you note to a hypothetical interviewer.<sup>E1, E9</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the job opportunity report for content and grammar.</li> <li>• Using a teacher-made rubric, evaluate the job application and resume for content and neatness.</li> <li>• Lead a class discussion in which students will evaluate classmates as they demonstrate the interview process.</li> <li>• Monitor for participation in role-play activity.</li> <li>• Use a checklist to evaluate cover letter for format, content, and grammar.</li> <li>• Continue to assess each student's employability skills throughout the year by completing The Checklist for Workplace Skills.</li> <li>• Monitor students as they work in small groups.</li> <li>• Evaluate the thank-you note for content, grammar, punctuation, and spelling.</li> </ul>
<p>2. Review proper business etiquette skills needed for employment.</p> <ol style="list-style-type: none"> <li>a. Review proper communication skills</li> <li>b. Review the benefits of proper hygiene.</li> <li>c. Review proper business attire.</li> <li>d. Review projecting a professional image and on-the-job relationships.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Define <i>ethics</i> and <i>etiquette</i> as well as related terms, and discuss their importance in the workplace. Include honesty, confidentiality, integrity, punctuality, commitment, accountability, dependability, cooperation, and willingness to learn. Discuss proper business attire.<sup>E2, E3</sup></li> <li>• Divide students into pairs and have them discuss the importance of ethics and etiquette on the job.<sup>E2, E4</sup></li> <li>• Have students create a collage illustrating appropriate and inappropriate attire for work.<sup>H3</sup></li> <li>• Have students attend class wearing appropriate business attire.<sup>E2, E3</sup></li> <li>• Have a local business owner speak to the class about qualities that an employer looks</li> </ul>

	<p>for in an applicant, ways to project a professional image and on-the-job relationships. Have each student follow up with a summary of what he or she learned. E1, E2, E9</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor student participation in class discussion.</li> <li>• Use a teacher-made rubric to evaluate business attire collage.</li> <li>• Evaluate student attire.</li> <li>• Evaluate the guest speaker summary for content and grammar.</li> </ul>
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## STANDARDS

### *American Hotel & Lodging Association's Educational Institute's Line Level Hospitality Skills Certification*

AAL1	Bell Attendant Skills
AAL2	Concierge Skills
AAL3	Front Desk Skills
AAL4	Room Attendant Skills
AAL5	Reservationist Skills
AAL6	Banquet Server Skills
AAL7	Banquet Set-Up Skills
AAL8	Busperson Skills
AAL9	Kitchen Steward Skills
AAL10	Restaurant Server Skills
AAL11	Room Service Skills

### *Academic Standards*

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.

- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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### *National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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### *Suggested References*

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American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.

Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Choices [Computer software]. (n.d.). Ogdensburg, NY: Careerware, IMS Information Systems Management.

Cichy, R., & Wise, P. (1999). *Managing service in food and beverage operations*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.

Clow, K., & Kurtz, D. (2004). *Services marketing: Operation, management, and strategy*. Cincinnati, OH: Atomic Dog.



**Hotel, Restaurant, and Tourism Management II**  
**Unit 11: Special Topics in Hotel, Restaurant, and Tourism**  
**Management II (Ongoing)**

(22 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Investigate new and emerging technologies, practices, trends, and issues associated with management in Hotel, Restaurant, and Tourism Management.</p> <p>a. Research new and emerging technologies associated with Hotel, Restaurant, and Tourism Management.</p> <p>b. Investigate current trends or issues associated with Hotel, Restaurant, and Tourism Management.</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss new and emerging technologies, practices, trends, and issues associated with the field, using videos and/or a PowerPoint presentation if available.<sup>E2</sup></li> <li>• Discuss how developments throughout history have affected how people live and work.<sup>H1, H2, H3, H4, H5</sup></li> <li>• Have students work in groups and use the Internet and/or current publications to research one new and emerging technology, practice, trend, or issue.<sup>E1, E3, E4, E5, E8</sup></li> <li>• Have students use this research to prepare a report and deliver a presentation. Students may prepare brochures, posters, handouts, etc. (using appropriate technology tools if available) to distribute during the presentation (may use PowerPoint).<sup>E1, E2, E3, E4, E5, E8, E9</sup></li> <li>• Have each student conduct research and prepare a report on a current trend or issue associated with Hotel, Restaurant, and Tourism Management.<sup>E1, E3, E4, E8, E9</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Monitor group work to ensure that each member participates in research, idea development, and presentation preparation.</li> <li>• Evaluate each group’s presentation for content, presentation, and visual aids.</li> <li>• Evaluate each student’s report for content, grammar, and organization.</li> </ul>
<p>2. Complete school-to-careers activities related to Hotel, Restaurant, and Tourism Management.</p> <p>a. Participate in a school-to-careers activity (shadowing, mentoring, career fair, etc.) related to Hotel, Restaurant, and Tourism Management.</p> <p>b. Investigate educational opportunities</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss opportunities for students to participate in school-to-careers activities such as job shadowing, mentoring, or a career fair.<sup>H2, E2</sup></li> <li>• Invite a postsecondary instructor to discuss educational opportunities available at the community college, university, or</li> </ul>

<p>related to Hotel, Restaurant, and Tourism Management at the postsecondary level.</p> <p>c. Describe national standards and certification/licensing procedures related to Hotel, Restaurant, and Tourism Management.</p> <p>d. Describe the role of trade organizations, associations, and unions as related to Hotel, Restaurant, and Tourism Management.</p>	<p>apprenticeship level. Have students follow up with a summary of what they learned.<sup>E1, E2, E4, H3</sup></p> <ul style="list-style-type: none"> <li>• Provide students with a list of Internet sites to visit for certification information. Have each student investigate the national certifications that apply to Hotel, Restaurant, and Tourism Management.<sup>E3, E9, E10</sup></li> <li>• Have students research work habits and performance tasks to be evaluated and share their findings with the class.<sup>E5</sup></li> <li>• Divide students into groups and assign each group one of the following topics associated with Hotel, Restaurant, and Tourism Management to investigate: trade associations, professional organizations, and unions. Each student will use the group research to write a report describing each topic.<sup>E1, E3, E4, E5, E9, E10, H1, H2, H3, H4</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate student summary for content.</li> <li>• Evaluate students as they share information with classmates.</li> <li>• Evaluate the trade report on content and grammar.</li> </ul>
<p>3. Demonstrate related academic skills and workplace skills associated with Hotel, Restaurant, and Tourism Management.</p> <p>a. Complete a cooperative project (paper, presentation, or demonstration) associated with an academic subject and Hotel, Restaurant, and Tourism Management.</p> <p>b. Practice human relations skills (team participation, client/customer service, leadership, negotiation, working with culturally diverse groups, etc.) related to Hotel, Restaurant, and Tourism Management.</p> <p>c. Research work ethics and employer expectations of employees in Hotel, Restaurant, and Tourism Management.</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of academic skills in the workplace.<sup>E2, H1, H3</sup></li> <li>• Divide students into groups of three or four and have each group brainstorm to identify the academic skills that are needed for success in typical hospitality positions.<sup>E2, E4</sup></li> <li>• Students will assume the role of a General Manager and compose/type an interoffice memorandum discussing the importance of practicing positive human relations skills such as team participation, client customer relations, and negotiation.<sup>E1, E9, E10, H3</sup></li> <li>• Students will research acceptable work ethics and determine employer expectations for persons employed in the hospitality and lodging industry by interviewing employers, supervisors, and employees.<sup>H1, H2, H3</sup></li> </ul>

	<ul style="list-style-type: none"> <li>Students will create a poster showing ethical behavior and/or employer expectations. Students will orally report their findings to the class.<sup>E1, E2, E3, E4, E5, E9, E10</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Observe groups as they brainstorm to identify academic skills used in the workplace. Monitor groups for individual participation.</li> <li>Evaluate the memorandum for content, structure, and grammar.</li> <li>Use a teacher-made rubric to evaluate individual ethic/expectation posters for content, neatness, and creativity.</li> </ul>
<p>4. Investigate the concepts of quality assurance as related to Hotel, Restaurant, and Tourism Management.</p> <ol style="list-style-type: none"> <li>Describe quality concepts and methods for measuring quality related to Hotel, Restaurant, and Tourism Management.</li> <li>Apply quality concepts in the Hotel, Restaurant, and Tourism Management laboratory.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Lead a discussion of the concepts of quality assurance and the methods that can be used to measure quality and gauge quality improvement.<sup>E2</sup></li> <li>Using the Internet, compare several major hotel chains. Determine what makes these world-renowned hotels great. Students will summarize their findings in a report.<sup>E1, E2, E3, E4, E9, E10, H1, H5</sup></li> <li>Assign students a partner, and have partners compare and contrast major hotel chains. Have students construct a visual aid that will show the similarities and differences.<sup>E1, E2, E3, E4, E5</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Monitor students during discussion for active listening skills.</li> <li>Evaluate the report on content.</li> <li>Evaluate visual aid for content, mechanics, and creativity.</li> </ul>

<p>5. Examine trends and changes related to Hotel, Restaurant, and Tourism Management and global economic factors.</p> <ol style="list-style-type: none"> <li>a. Define and discuss the concept of global economics and competition.</li> <li>b. Describe global economic factors and competition as related to Hotel, Restaurant, and Tourism Management.</li> <li>c. Identify regions and other countries which compete in Hotel, Restaurant, and Tourism Management.</li> </ol>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Define and discuss the concept of global economics and competition.<sup>E2, H1, H2, H3</sup></li> <li>• Using the Internet, a newspaper, or a magazine, have students locate an article that identifies other countries that compete with American companies.<sup>E3, E4</sup></li> <li>• Have students read the article and identify the competing company and the product or service. Students will orally present their findings to the class.<sup>E2, E5, H4</sup></li> <li>• Divide students into small groups of two or three students. Have groups identify major American companies associated with lodging and hospitality. Have students research each company’s impact on the international market. Students will prepare a spreadsheet listing the company, the number of American based properties or locations, and the number of international properties or locations.<sup>A1, A2, E1, E2, E3, H4, H5</sup></li> <li>• Have students research other regions or countries that affect competition. Students will determine how this competition affects workers/jobs. Students will summarize their findings in a report.<sup>E1, E2, E3, E4, E9, E10 H1, H5</sup></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observe students as they complete research. Evaluate oral presentation on content and clarity of presentation.</li> <li>• Check the spreadsheet for correct headings, format, and information.</li> <li>• Evaluate report for content, grammar, and organization.</li> </ul>
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**STANDARDS**

*American Hotel & Lodging Association’s Educational Institute’s Line Level Hospitality Skills Certification*

- AAL1 Bell Attendant Skills
- AAL2 Concierge Skills
- AAL3 Front Desk Skills
- AAL4 Room Attendant Skills

AAL5	Reservationist Skills
AAL6	Banquet Server Skills
AAL7	Banquet Set-Up Skills
AAL8	Busperson Skills
AAL9	Kitchen Steward Skills
AAL10	Restaurant Server Skills
AAL11	Room Service Skills

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*Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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*Workplace Skills for the 21st Century*

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- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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*National Educational Technology Standards for Students*

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- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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*Suggested References*

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- American Hotel & Lodging Association's Educational Institute. (1999). *Lodging management program year one*. Lansing, MI: Author.
- Angelo, R., & Vladimir, A. (2004). *Hospitality today: An introduction*. Lansing, MI: American Hotel & Lodging Association's Educational Institute.
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- Spears, M., & Gregoire, M. (2004). *Foodservice organizations: A managerial and systems approach*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Starr, N. (2003). *Viewpoint: An introduction to travel, tourism, and hospitality*. Upper Saddle River, NJ: Prentice Hall.

## Recommended Tools and Equipment

### CAPITALIZED ITEMS

1. Attendant's cart (1)
2. Bathtub/shower with tub filler spout, tub controls, and shower head (1)
3. Carpet with pad (as needed)
4. Copier (1)
5. Commode, lavatory, and vanity (1)
6. Credenza/dresser (1)
7. Fax machine (1)
8. Front desk (1)
9. Printers with switch boxes (5)
10. Mattress (standard) (1)
11. Box spring, standard (1)
12. Scanner (1)
13. Student computers (10)
14. Teacher computer with printer (1)
15. Teacher computer/printer

### NON-CAPITALIZED ITEMS

1. Framed mirror (1)
2. Night stand (1)
3. Headboard, standard (1)
4. Activity table (1)
5. Activity chair (2)
6. Bed base, standard (1)
7. Art work (2)
8. Floor lamp (1)
9. Bedspread (standard) (1)
10. Drapes with rod (1 pair)
11. Television (1)
12. Telephone (1)
13. Towel shelf and bar (1)
14. Towel bar (1)
15. Toilet tissue dispenser (1)
16. Facial tissue dispenser (1)
17. Vanity mirror (1)
18. Shower rod (1)
19. Shower curtain (1)
20. Vacuum cleaner (1)
21. Attendant's hand caddy (1)
22. Bath towels (3)
23. Bath mat (1)
24. Face cloths (3)



25. Hand towels (3)
26. Top sheet (1)
27. Bottom sheet (1)
28. Mattress pad (1)
29. Blanket (1)
30. Pillow cases (3)
31. Pillows (3)
32. Credit card imprinter (1)
33. Calculator (10)
34. Dust ruffle (1)
35. Key rack (1)

Note: If the instructor has access to the following materials through a Food Service program, this equipment will not be purchased:

1. Linen dinner napkins (20)
2. Table clothes (5)
3. Salad plates (20)
4. Dinner plates (20)
5. Dinner forks (20)
6. Salad forks (20)
7. Butter knives (20)
8. Tea spoons (20)
9. Coffee spoons (20)
10. Coffee cups and saucers (20)
11. Water tumblers (20)
12. Wine glasses (20)
13. Cork covered trays (5)
14. Tray stands (5)
15. Restaurant tables (5)
16. Chairs (4 per table)

#### RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. TV/VCR/DVD
2. Camcorder
3. Digital camera
4. Overhead/LCD panel/projector

## Student Competency Profile for Hotel, Restaurant, Tourism Management I

Student: \_\_\_\_\_

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 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.

### Unit 1: Program Orientation

- \_\_\_\_ 1. Discuss policies and procedures in the educational and occupational environments.
- \_\_\_\_ 2. Explore vocational student organizations.

### Unit 2: Introduction to the Hospitality Industry

- \_\_\_\_ 1. Describe and discuss the history of the hospitality industry.
- \_\_\_\_ 2. Describe and discuss the trends of the hospitality industry.
- \_\_\_\_ 3. Explain the various components of the hospitality industry.

### Unit 3: The Role of Customer Service in the Hospitality Industry

- \_\_\_\_ 1. Explain why customer service is important in the hospitality industry.
- \_\_\_\_ 2. Demonstrate communication skills as they relate to customer service.

### Unit 4: Organization of Lodging Property

- \_\_\_\_ 1. Classify the different types of hotels.
- \_\_\_\_ 2. Describe the hotel departments and the functions of all positions within those departments.

### Unit 5: Front Office Department

- \_\_\_\_ 1. Apply the basic tasks of front desk employees.
- \_\_\_\_ 2. Demonstrate the basic duties of uniform employees.

### Unit 6: Housekeeping Department

- \_\_\_\_ 1. Describe the duties and procedures used by the housekeeping department.
- \_\_\_\_ 2. Demonstrate correct procedures for cleaning a guest room.

### Unit 7: Security in Lodging Operations

- \_\_\_\_\_ 1. Discuss the liabilities of the hospitality industry.
- \_\_\_\_\_ 2. Identify unsafe conditions and determine steps to take to rectify the problems.

### Unit 8: Food Service in the Hospitality Industry

- \_\_\_\_\_ 1. Explain the role of food service within the hospitality industry.
- \_\_\_\_\_ 2. Explain proper sanitation and safety procedures for food service operations.
- \_\_\_\_\_ 3. Demonstrate proper techniques for food service.

### Unit 9: Banquet and Catering

- \_\_\_\_\_ 1. Discuss and demonstrate proper banquet techniques.
- \_\_\_\_\_ 2. Discuss catering functions and special events.

### Unit 10: Employability Skills

- \_\_\_\_\_ 1. Demonstrate proper job application techniques.
- \_\_\_\_\_ 2. Apply the proper business etiquette skills needed for employability.

### Unit 11: Special Topics in Hotel, Restaurant, and Tourism Management I (Ongoing)

- \_\_\_\_\_ 1. Investigate new and emerging technologies, practices, trends, and issues associated with entry level positions in Hotel, Restaurant, and Tourism Management.
- \_\_\_\_\_ 2. Complete school-to-careers activities related to Hotel, Restaurant, and Tourism Management.
- \_\_\_\_\_ 3. Demonstrate related academic skills and workplace skills associated with Hotel, Restaurant, and Tourism Management.
- \_\_\_\_\_ 4. Investigate the concepts of quality assurance as related to Hotel, Restaurant, and Tourism Management.
- \_\_\_\_\_ 5. Examine trends and changes related to Hotel, Restaurant, and Tourism Management and global economic factors.

## Student Competency Profile for Hotel, Restaurant, Tourism Management II

Student: \_\_\_\_\_

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 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.

### Unit 1: Program Orientation

- \_\_\_\_\_ 1. Review orientation and safety procedures.
- \_\_\_\_\_ 2. Investigate educational, occupational, and leadership opportunities.
- \_\_\_\_\_ 3. Review the goals of vocational student organizations.

### Unit 2: Overview of the Hospitality Industry

- \_\_\_\_\_ 1. Review the opportunities of the hospitality industry.
- \_\_\_\_\_ 2. Review the components of the hospitality industry.

### Unit 3: Computerized Front Office Procedures

- \_\_\_\_\_ 1. Perform the appropriate reservation procedures using computerized reservation systems.
- \_\_\_\_\_ 2. Apply proper computerized techniques in check-in and check-out processes.
- \_\_\_\_\_ 3. Demonstrate the use of front office equipment.

### Unit 4: Supervision and Human Relations in the Hospitality Industry

- \_\_\_\_\_ 1. Demonstrate proper supervisory skills.
- \_\_\_\_\_ 2. Demonstrate appropriate employee relations skills.

### Unit 5: Accounting

- \_\_\_\_\_ 1. Apply proper accounting techniques in the collection and finalization of all guest accounts.

### Unit 6: Safety

- \_\_\_\_\_ 1. Identify the procedures to follow in the event of a fire.
- \_\_\_\_\_ 2. Examine the regulations for hazardous chemicals.
- \_\_\_\_\_ 3. Recognize general guidelines for handling medical emergencies and contingency procedures for other emergencies.

### Unit 7: Food and Beverage Cost Controls

- \_\_\_\_\_ 1. Identify management principles as they relate to controlling cost.
- \_\_\_\_\_ 2. Examine the importance of various methods of controls.

### Unit 8: Travel and Tourism

- \_\_\_\_\_ 1. Explore travel locations world-wide.
- \_\_\_\_\_ 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.

### Unit 9: Hospitality Marketing

- \_\_\_\_\_ 1. Explore and apply marketing concepts for the hospitality industry.
- \_\_\_\_\_ 2. Develop advertising campaigns using appropriate media.
- \_\_\_\_\_ 3. Develop a promotional campaign using a promotional mix.

### Unit 10: Employability Skills

- \_\_\_\_\_ 1. Review and update job application techniques.
- \_\_\_\_\_ 2. Review proper business etiquette skills needed for employment.

### Unit 11: Special Topics in Hotel, Restaurant, and Tourism Management II (Ongoing)

- \_\_\_\_\_ 1. Investigate new and emerging technologies, practices, trends, and issues associated with management in Hotel, Restaurant, and Tourism Management.
- \_\_\_\_\_ 2. Complete school-to-careers activities related to Hotel, Restaurant, and Tourism Management.
- \_\_\_\_\_ 3. Demonstrate related academic skills and workplace skills associated with Hotel, Restaurant, and Tourism Management.
- \_\_\_\_\_ 4. Investigate the concepts of quality assurance as related to Hotel, Restaurant, and Tourism Management.
- \_\_\_\_\_ 5. Examine trends and changes related to Hotel, Restaurant, and Tourism Management and global economic factors.

## Appendix A: American Hotel & Lodging Association's Educational Institute's Line Level Hospitality Skills Certification<sup>1</sup>

### AAL1 Bell Attendant Skills

#### Work Habits

1. Shows up for work on time and is prepared to work
2. Completes assigned tasks on time
3. Accepts supervision willingly
4. Follows written and oral instructions
5. Interacts with others in a courteous and tactful manner
6. Cooperates with others and works well in a team
7. Asks for help when needed
8. Follows safety rules and regulations
9. Maintains a well-groomed, professional appearance.

#### Task Performance

10. Uses the bell stand telephone system
11. Maintains bell stand logbook/front sheets
12. Loads and transports luggage/other articles.
13. Provides door service for guests
14. Uses the guest information directory
15. Assists in rooming guests
16. Assists guest at check-out
17. Provides storage for guest luggage
18. Shows rooms/checks rooms for occupancy
19. Processes room changes
20. Arranges for or hails taxis for guests
21. Processes/delivers mail, messages, faxes, etc
22. Provides valet parking
23. Delivers guest service equipment/supplies
24. Arranges for service requested by guests
25. Handles guest service problems
26. Operates property equipment
27. Processes lost and found items
28. Prepares maps and provides directions
29. Cleans lobby/bell stand/luggage carts
30. Responds to situations requiring first aid
31. Responds to emergency alarms

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<sup>1</sup> *American hotel & lodging association's educational institute.* (2004). Retrieved October 25, 2004, from <http://www.ei-ahla.org/certification.asp>

## AAL2 Concierge Skills

## Work Habits

1. Shows up for work on time and is prepared to work
2. Completes assigned tasks on time
3. Accepts supervision willingly
4. Follows written and oral instructions
5. Interacts with others in a courteous and tactful manner
6. Cooperates with others and works well in a team
7. Asks for help when needed
8. Follows safety rules and regulations
9. Maintains a well-groomed, professional appearance

## Task Performance

10. Uses the front desk computer
11. Uses the printers
12. Uses the fax machine
13. Uses the photocopy machine
14. Uses the concierge logbook
15. Uses the guest history system
16. Picks up, uses, and turns in the cash bank
17. Posts guest charges and payments
18. Orders VIP amenities
19. Prepares/places welcome notes in guestrooms
20. Makes courtesy calls to guests
21. Maintains the guest information directory
22. Learns about local restaurants
23. Responds to guest inquiries or requests
24. Prepares maps and provides directions
25. Prepares and sends thank-you notes
26. Helps guests with future reservations
27. Helps guests with airline/railway reservations
28. Rents cars for guests
29. Arranges limousine service for guests
30. Arranges taxi service for guests
31. Helps guests arrange business services
32. Arranges tours for guests
33. Responds to dissatisfied guests
34. Responds to first-aid situations
35. Responds to emergency situations

## AAL3 Front Desk Skills

## Work Habits

1. Shows up for work on time and is prepared to work
2. Completes assigned tasks on time
3. Accepts supervision willingly
4. Follows written and oral instructions
5. Interacts with others in a courteous and tactful manner
6. Cooperates with others and works well in a team
7. Asks for help when needed
8. Follows safety rules and regulations
9. Maintains a well-groomed, professional appearance

## Task Performance

10. Uses front desk equipment-computers, telephones, fax machines, etc.
11. Organizes the front desk/prepares for check-ins
12. Uses the front office logbook
13. Prepares and uses the arrivals list
14. Blocks and unblocks rooms
15. Sets up pre-registrations
16. Begins guest check-in
17. Establishes payment method during check-in
18. Secures authorization for credit cards
19. Issues and controls room keys
20. Uses effective sales techniques
21. Pre-registers and checks in group arrivals
22. Relocates guests in sold-out situations
23. Processes safe-deposit-box transactions
24. Runs credit check reports/collects payments
25. Processes mail/packages/telegrams/faxes
26. Maintains a guest information directory
27. Prepares maps and provides directions
28. Handles special requests/service problems for guests
29. Picks up, uses, and turns in the cash bank
30. Posts guest charges and payments
31. Follows guest privacy/security measures
32. processes wake-up calls
33. Processes guaranteed no-shows
34. Processes guest check-outs at the desk
35. Adjusts disputed guest charges
36. Processes late charges
37. Keeps the front desk clean and orderly
38. Reconciles room status/P.M. housekeeping report
39. Prepares a current status report
40. Performs bucket or tub checks
41. Responds to situations requiring first aid



42. Responds to emergency alarms

AAL4 Room Attendant Skills

Work Habits

1. Shows up for work on time and is prepared to work
2. Completes assigned tasks on time
3. Accepts supervision willingly
4. Follows written and oral instructions
5. Interacts with others in a courteous and tactful manner
6. Cooperates with others and works well in a team
7. Asks for help when needed
8. Follows safety rules and regulations
9. Maintains a well-groomed, professional appearance

Task Performance

10. Uses a room assignment sheet
11. Obtains guest amenities for assigned rooms
12. Obtains cleaning supplies for assigned rooms
13. Keeps cart and work areas organized
14. Enters the guestroom appropriately
15. Prepares the guestroom for cleaning
16. Prepares the bathroom for cleaning
17. Cleans the tub and shower area
18. Cleans the toilet
19. Cleans the sink and vanity
20. Cleans the bathroom
21. Finishes cleaning the bathroom
22. Cleans the guestroom closet
23. Makes the bed(s)
24. Dusts the guestroom
25. Replenishes supplies and amenities
26. Cleans windows, tracks, and sills
27. Finishes cleaning the guestroom
28. Exits the guestroom properly
29. Corrects cleaning problems found during inspection
30. Completes end-of-shift duties
31. Sets up or removed special guest service equipment
32. Cleans multi-room guest suites

AAL5 Reservationist Skills

Work Habits

1. Shows up for work on time and is prepared to work
2. Completes assigned tasks on time
3. Accepts supervision willingly

4. Follows written and oral instructions
5. Interacts with others in a courteous and tactful manner
6. Cooperates with others and works well in a team
7. Asks for help when needed
8. Follows safety rules and regulations
9. Maintains a well-groomed, professional appearance

#### Task Performance

10. Uses the reservations computer system
11. Uses the department and 800-number printers
12. Uses the fax machine
13. Follows revenue management procedures
14. Greets callers and directs calls
15. Takes reservations by telephone
16. Takes reservations by printed form
17. Takes reservations for guest in group blocks
18. Uses the guest history system
19. Uses effective telephone sales techniques
20. Promotes special marketing programs
21. Blocks rooms
22. Helps guests with special requests
23. Processes reservation records
24. Processes reservation confirmations
25. Sets up/monitors group reservation masters
26. Gives directions
27. Mails information to potential guests, as requested
28. Processes prepayments/advance deposits
29. Processes reservation changes/cancellations
30. Process travel agent no-shows/cancellations
31. Completes/runs all required reports
32. helps prepare room availability forecasts
33. Reviews the arrivals list for errors
34. Calls competing properties/monitors business
35. Keeps reservations area organized/clean
36. Responds to emergency alarms

#### AAL6 Banquet Server Skills

##### Work Habits

1. Shows up for work on time and is prepared to work
2. Completes assigned tasks on time
3. Accepts supervision willingly
4. Follows written and oral instructions
5. Interacts with others in a courteous and tactful manner
6. Cooperates with others and works well in a team
7. Asks for help when needed

8. Follows safety rules and regulations
9. Maintains a well-groomed, professional appearance

#### Task Performance

10. Follows banquet event orders/change orders
11. Folds napkins
12. Places tablecloths on tables
13. Skirts and flounces tables
14. Sets tables for banquets
15. Prepares bread
16. Provides hot beverage service
17. Prepares, lifts, and carries service trays
18. Serves water
19. Takes and serves beverage orders
20. Checks IDs
21. Serves bread and butter
22. Prepares ice buckets
23. Serves wine or champagne by the bottle
24. Serves each course at sit-down banquets
25. Maintains tables during service
26. Maintains buffets
27. Sets up/maintains hors d'oeuvres for receptions
28. Provides service for cocktail receptions
29. Provides break/continental breakfast service
30. Refreshes meeting rooms
31. Provides appropriate service for children
32. Responds to dissatisfied guests
33. Settles individual guest checks/group checks
34. Clears tables
35. Performs end-of-shift duties

#### AAL7 Banquet Set-Up Skills

##### Work Habits

1. Shows up for work on time and is prepared to work
2. Completes assigned tasks on time
3. Accepts supervision willingly
4. Follows written and oral instructions
5. Interacts with others in a courteous and tactful manner
6. Cooperates with others and works well in a team
7. Asks for help when needed
8. Follows safety rules and regulations
9. Maintains a well-groomed, professional appearance

## Task Performance

10. Follows banquet event orders/change orders
11. Sets function room lighting
12. Cleans floors
13. Sets up function rooms
14. Sets up support services for functions
15. Places tablecloths on function room tables
16. Skirts and flounces function room tables
17. Sets up and breaks down a dance floor
18. Sets up and takes down staging
19. Installs and removes air walls
20. Hangs banners and decorations for functions
21. Handles audiovisual equipment for functions
22. Breaks down/clears function rooms after events
23. Refreshes meeting rooms
24. Sets up portable bars
25. Sets up buffets
26. Sets tables for banquets
27. Performs end-of-shift duties

## AAL8

## Busperson Skills

## Work Habits

1. Shows up for work on time and is prepared to work
2. Completes assigned tasks on time
3. Accepts supervision willingly
4. Follows written and oral instructions
5. Interacts with others in a courteous and tactful manner
6. Cooperates with others and works well in a team
7. Asks for help when needed
8. Follows safety rules and regulations
9. Maintains a well-groomed, professional appearance

## Task Performance

10. Sets up the restaurant for service
11. Prepares butter for side stations
12. Prepares breads and bread baskets/trays
13. Prepares condiments and crackers
14. Prepares sugar bowls or caddies
15. Prepares salt/pepper shakers/grinders
16. Folds napkins
17. Stocks silverware
18. Prepares service trays for servers
19. Lifts/carries loaded trays, bus tubs, and dish racks
20. Prepares table side service carts
21. Sets up the water station/water pitchers

22. Prepares ice buckets and ice bucket stands
23. Provides hot beverage service
24. Sets up/maintains/takes down salad bar
25. Prepares tables for service
26. Takes reservations
27. Greets and seats guests
28. Serves water
29. Serves bread and butter
30. Maintains tables
31. Assists servers to ensure total guest satisfaction
32. Responds to dissatisfied guests
33. Clears and resets tables
34. Busses soiled dishes to the dish room
35. Takes care of soiled restaurant linens
36. Maintains side stations
37. Picks up and restocks restaurant supplies
38. Performs closing sidework/cleaning duties

## AAL9

## Kitchen Steward Skills

## Work Habits

1. Shows up for work on time and is prepared to work
2. Completes assigned tasks on time
3. Accepts supervision willingly
4. Follows written and oral instructions
5. Interacts with others in a courteous and tactful manner
6. Cooperates with others and works well in a team
7. Asks for help when needed
8. Follows safety rules and regulations
9. Maintains a well-groomed, professional appearance

## Task Performance

10. Sets up the restaurant for service
11. Washes wall and ceilings
12. Cleans stainless steel surfaces
13. Cleans floor mats
14. Uses garbage disposals
15. Empties and cleans trash cans
16. Follows recycling programs
17. Washes dishes, silverware, and glasses
18. Washes pots and pans
19. Burnishes silverware
20. Cleans cooking equipment
21. Cleans kitchen hoods
22. Cleans ventilation grills
23. Cleans slicing machines

24. Cleans food grinders and choppers
25. Cleans vertical cutters and mixers
26. Cleans juice dispensers
27. Cleans coffee urns/coffee makers
28. Cleans milk dispensers
29. Cleans and sanitizes cutting boards
30. Cleans and sanitizes can openers
31. Cleans reach-in/walk-in freezers/refrigerators
32. Cleans and treats drains
33. Cleans food storerooms
34. Cleans large trash bins/surrounding areas

AAL10 Restaurant Server Skills

Work Habits

1. Shows up for work on time and is prepared to work
2. Completes assigned tasks on time
3. Accepts supervision willingly
4. Follows written and oral instructions
5. Interacts with others in a courteous and tactful manner
6. Cooperates with others and works well in a team
7. Asks for help when needed
8. Follows safety rules and regulations
9. Maintains a well-groomed, professional appearance

Task Performance

10. Sets up the restaurant for service
11. Stocks and maintains side stations
12. Folds napkins
13. Prepares breads and bread baskets or trays
14. Prepares service trays
15. Greets and seats guests
16. Provides appropriate service for children
17. Lifts and carries trays/bus tubs/dish racks
18. Serves water
19. Checks IDs for guests ordering alcohol
20. Takes beverage orders
21. Processes beverage orders
22. Provides hot beverage service
23. Takes food orders
24. Serves bread and butter
25. Serves wine or champagne by the bottle
26. Serves the meal
27. Checks back to the table
28. Responds to dissatisfied guests
29. Sells after-dinner items

30. Presents the guest check
31. Settles guest checks and thanks guests
32. Clears and resets tables
33. Takes care of soiled restaurant linens
34. Performs closing side work

AAL11 Room Service Skills

Work Habits

1. Shows up for work on time and is prepared to work
2. Completes assigned tasks on time
3. Accepts supervision willingly
4. Follows written and oral instructions
5. Interacts with others in a courteous and tactful manner
6. Cooperates with others and works well in a team
7. Asks for help when needed
8. Follows safety rules and regulations
9. Maintains a well-groomed, professional appearance

Task Performance

10. Performs beginning-of-shift duties
11. Presets room service trays and carts
12. Processes express breakfast orders
13. Uses the point-of-sale equipment
14. Takes and records room service orders
15. Handles special room service requests
16. Places the room service order
17. Performs pantry prep for room service orders
18. Prepares beverages
19. Sets up bottled wine/champagne for service
20. Assembles beverage order/food condiments
21. Picks up the room service order
22. Delivers/serves the room service order
23. Serves hot beverages
24. Checks IDs
25. Opens and serves wine or champagne
26. Presents and settles the guest check
27. Closes out the guest check
28. Follow up with guests
29. Responds to dissatisfied guests
30. Clears and resets trays and carts
31. Takes care of soiled room service linens
32. Sets up portable bars in suites/guestrooms
33. Maintains room service side stations
34. Picks up/restocks room service supplies
35. Performs closing shift duties

36. Makes shift deposit and collects due-backs
37. Uses the room service log book



## Appendix B: Academic Standards

### Algebra I<sup>2</sup>

#### Competencies and Suggested Objective(s)

- A1 Recognize, classify, and use real numbers and their properties.
- Describe the real number system using a diagram to show the relationships of component sets of numbers that compose the set of real numbers.
  - Model properties and equivalence relationships of real numbers.
  - Demonstrate and apply properties of real numbers to algebraic expressions.
  - Perform basic operations on square roots excluding rationalizing denominators.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- Analyze relationships between two variables, identify domain and range, and determine whether a relation is a function.
  - Explain and illustrate how change in one variable may result in a change in another variable.
  - Determine the rule that describes a pattern and determine the pattern given the rule.
  - Apply patterns to graphs and use appropriate technology.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.
- Solve, check, and graph linear equations and inequalities in one variable, including rational coefficients.
  - Graph and check linear equations and inequalities in two variables.
  - Solve and graph absolute value equations and inequalities in one variable.
  - Use algebraic and graphical methods to solve systems of linear equations and inequalities.
  - Translate problem-solving situations into algebraic sentences and determine solutions.
- A4 Explore and communicate the characteristics and operations of polynomials.
- Classify polynomials and determine the degree.
  - Add, subtract, multiply, and divide polynomial expressions.
  - Factor polynomials using algebraic methods and geometric models.
  - Investigate and apply real-number solutions to quadratic equations algebraically and graphically.
  - Use convincing arguments to justify unfactorable polynomials.
  - Apply polynomial operations to problems involving perimeter and area.
- A5 Utilize various formulas in problem-solving situations.
- Evaluate and apply formulas (e.g., circumference, perimeter, area, volume, Pythagorean Theorem, interest, distance, rate, and time).
  - Reinforce formulas experimentally to verify solutions.
  - Given a literal equation, solve for any variable of degree one.

<sup>2</sup> *Mississippi mathematics framework—Algebra I*. (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/mathematics/ma\\_algebra\\_i.html](http://marcopolo.mde.k12.ms.us/frameworks/mathematics/ma_algebra_i.html)

- d. Using the appropriate formula, determine the length, midpoint, and slope of a segment in a coordinate plane.
  - e. Use formulas (e.g., point-slope and slope-intercept) to write equations of lines.
- A6 Communicate using the language of algebra.
- a. Recognize and demonstrate the appropriate use of terms, symbols, and notations.
  - b. Distinguish between linear and non-linear equations.
  - c. Translate between verbal expressions and algebraic expressions.
  - d. Apply the operations of addition, subtraction, and scalar multiplication to matrices.
  - e. Use scientific notation to solve problems.
  - f. Use appropriate algebraic language to justify solutions and processes used in solving problems.
- A7 Interpret and apply slope as a rate of change.
- a. Define slope as a rate of change using algebraic and geometric representations.
  - b. Interpret and apply slope as a rate of change in problem-solving situations.
  - c. Use ratio and proportion to solve problems including direct variation ( $y=kx$ ).
  - d. Apply the concept of slope to parallel and perpendicular lines.
- A8 Analyze data and apply concepts of probability.
- a. Collect, organize, graph, and interpret data sets, draw conclusions, and make predictions from the analysis of data.
  - b. Define event and sample spaces and apply to simple probability problems.
  - c. Use counting techniques, permutations, and combinations to solve probability problems.

### Biology I<sup>3</sup>

#### Competencies and Suggested Objective(s)

- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- a. Demonstrate the proper use and care for scientific equipment used in biology.
  - b. Observe and practice safe procedures in the classroom and laboratory.
  - c. Apply the components of scientific processes and methods in the classroom and laboratory investigations.
  - d. Communicate results of scientific investigations in oral, written, and graphic form.
- B2 Investigate the biochemical basis of life.
- a. Identify the characteristics of living things.
  - b. Describe and differentiate between covalent and ionic bonds using examples of each.
  - c. Describe the unique bonding and characteristics of water that makes it an essential component of living systems.
  - d. Classify solutions using the pH scale and relate the importance of pH to organism survival.

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<sup>3</sup> *Mississippi science framework—Biology I*. (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/science/sci\\_biology\\_I.html](http://marcopolo.mde.k12.ms.us/frameworks/science/sci_biology_I.html)

- e. Compare the structure, properties and functions of carbohydrates, lipids, proteins and nucleic acids in living organisms.
  - f. Explain how enzymes work and identify factors that can affect enzyme action.
- B3 Investigate cell structures, functions, and methods of reproduction.
- a. Differentiate between prokaryotic and eukaryotic cells.
  - b. Distinguish between plant and animal (eukaryotic) cell structures.
  - c. Identify and describe the structure and basic functions of the major eukaryotic organelles.
  - d. Describe the way in which cells are organized in multicellular organisms.
  - e. Relate cell membrane structure to its function in passive and active transport.
  - f. Describe the main events in the cell cycle and cell mitosis including differences in plant and animal cell divisions.
  - g. Relate the importance of meiosis to sexual reproduction and the maintenance of chromosome number.
  - h. Identify and distinguish among forms of asexual and sexual reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- a. Describe the structure of ATP and its importance in life processes.
  - b. Examine, compare, and contrast the basic processes of photosynthesis and cellular respiration.
  - c. Compare and contrast aerobic and anaerobic respiration.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- a. Compare and contrast the molecular structures of DNA and RNA as they relate to replication, transcription, and translation.
  - b. Identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes.
  - c. Analyze the applications of DNA technology (forensics, medicine, agriculture).
  - d. Discuss the significant contributions of well-known scientists to the historical progression of classical and molecular genetics.
  - e. Apply genetic principles to solve simple inheritance problems including monohybrid crosses, sex linkage, multiple alleles, incomplete dominance, and codominance.
  - f. Examine inheritance patterns using current technology (gel electrophoresis, pedigrees, karyotypes).
- B6 Investigate concepts of natural selection as they relate to diversity of life.
- a. Analyze how organisms are classified into a hierarchy of groups and subgroups based on similarities and differences.
  - b. Identify characteristics of kingdoms including monerans, protists, fungi, plants and animals.
  - c. Differentiate among major divisions of the plant and animal kingdoms (vascular/non-vascular; vertebrate/invertebrate).
  - d. Compare the structures and functions of viruses and bacteria relating their impact on other living organisms.
  - e. Identify evidence of change in species using fossils, DNA sequences, anatomical and physiological similarities, and embryology.

- f. Analyze the results of natural selection in speciation, diversity, adaptation, behavior and extinction.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- a. Analyze the flow of energy and matter through various cycles including carbon, oxygen, nitrogen and water cycles.
  - b. Interpret interactions among organisms in an ecosystem (producer/consumer/decomposer, predator/prey, symbiotic relationships and competitive relationships).
  - c. Compare variations, tolerances, and adaptations of plants and animals in major biomes.
  - d. Investigate and explain the transfer of energy in an ecosystem including food chains, food webs, and food pyramids.
  - e. Examine long and short-term changes to the environment as a result of natural events and human actions.

### English II<sup>4</sup>

#### Competencies and Suggested Objective(s)

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- a. Produce individual and/or group compositions and/or projects to persuade, tell a story, describe, create an effect, explain or justify an action or event, inform, entertain, etc.
  - b. Produce writing typically used in the workplace such as social, business, and technical correspondence; explanation of procedures; status reports; research findings; narratives for graphs; justification of decisions, actions, or expenses; etc.
  - c. Write a response, reaction, interpretation, analysis, summary, etc., of literature, other reading matter, or orally presented material.
  - d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.
  - b. Speak with appropriate intonation, articulation, gestures, and facial expression.
  - c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, etc.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- a. Read, view, and listen to distinguish fact from opinions and to recognize persuasive and manipulative techniques.
  - b. Access both print and non-print sources to produce an I-Search paper, research paper, or project.

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<sup>4</sup> *Mississippi language arts framework—English II*. (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/language\\_arts/la\\_10.html](http://marcopolo.mde.k12.ms.us/frameworks/language_arts/la_10.html)

- c. Use computers and audio-visual technology to access and organize information for purposes such as resumes, career search projects, and analytical writings, etc.
  - d. Use reference sources, indices, electronic card catalog, and appropriate research procedures to gather and synthesize information.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- a. Interact with peers to examine real world and literary issues and ideas.
  - b. Show growth in critical thinking, leadership skills, consensus building, and self-confidence by assuming a role in a group, negotiating compromise, and reflecting on individual or group work.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- a. Share, critique, and evaluate works in progress and completed works through a process approach.
  - b. Communicate effectively in a group to present completed projects and/or compositions.
  - c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.
- E6 Explore cultural contributions to the history of the English language and its literature.
- a. Explore a variety of works from various historical periods, geographical locations, and cultures, recognizing their influence on language and literature.
  - b. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.
  - c. Recognize root words, prefixes, suffixes, and cognates.
  - d. Relate how vocabulary and spelling have changed over time.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- a. Listen to and read aloud selected works to recognize and respond to the rhythm and power of language to convey a message.
  - b. Read aloud with fluency and expression.
  - c. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc., that make a passage achieve a certain effect.
  - d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.
  - e. Analyze how grammatical structure or style helps to create a certain effect.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- a. Read and explore increasingly complete works, both classic and contemporary, for oral discussion and written analysis.
  - b. Read, discuss, and interpret literature to make connections to life.
  - c. Read from a variety of genres to understand how the literary elements contribute to the overall quality of the work.
  - d. Identify qualities in increasingly complex literature that have produced a lasting impact on society.

- e. Read for enjoyment, appreciation, and comprehension of plot, style, vocabulary, etc.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
  - a. Infuse the study of grammar and vocabulary into written and oral communication.
  - b. Demonstrate, in the context of their own writing, proficient use of the conventions of standard English, including, but not limited to, the following: complete sentences, subject-verb agreement, plurals, spellings, homophones, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, parallel structure, and dangling and misplaced modifiers.
  - c. Give oral presentations to reinforce the use of standard English.
  - d. Employ increasingly proficient editing skills to identify and solve problems in grammar, usage, and structure.
- E10 Use language and critical thinking strategies to serve as tools for learning.
  - a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.
  - b. Interpret visual material orally and in writing.

### U. S. History from 1877<sup>5</sup>

#### Competencies and Suggested Objective(s)

- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
  - a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
  - b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women’s Movement, Civil Rights Movement, the New Deal, etc.).
  - c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).
  - d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
  - a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).
  - b. Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).
  - c. Describe the effects of transportation and communication advances since 1877.
- H3 Describe the relationship of people, places, and environments through time.

<sup>5</sup> *Mississippi social studies framework—U.S. History from 1877*. (2003). Retrieved September 10, 2003, from [http://marcopolo.mde.k12.ms.us/frameworks/social\\_studies/ss\\_us\\_history.html](http://marcopolo.mde.k12.ms.us/frameworks/social_studies/ss_us_history.html)

- a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).
  - b. Analyze how changing human, physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- a. Interpret special purpose maps, primary/secondary sources, and political cartoons.
  - b. Analyze technological information on graphs, charts, and timelines.
  - c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.
- a. Examine various reform movements (e.g., Civil Rights, Women's Movement, etc.).
  - b. Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).
  - c. Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964).
  - d. Examine individuals' duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).

## Appendix C: Workplace Skills for the 21<sup>st</sup> Century<sup>6</sup>

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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<sup>6</sup> Secretary's commission on achieving necessary skills. Retrieved July 13, 2004, from <http://wdr.doleta.gov/SCANS/>



## Appendix D: National Educational Technology Standards for Students<sup>7</sup>

- T1 Basic operations and concepts
- Students demonstrate a sound understanding of the nature and operation of technology systems.
  - Students are proficient in the use of technology.
- T2 Social, ethical, and human issues
- Students understand the ethical, cultural, and societal issues related to technology.
  - Students practice responsible use of technology systems, information, and software.
  - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- T3 Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
  - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- T4 Technology communications tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
  - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- T5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
  - Students use technology tools to process data and report results.
  - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- T6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
  - Students employ technology in the development of strategies for solving problems in the real world.

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<sup>7</sup> ISTE: National educational technology standards (NETS). Retrieved July 13, 2004, from <http://cnets.iste.org/>