Lodging Management (formerly Hotel Management and Operations)

8159 36 weeks

Instructional Framework for Marketing

Acknowledgments

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Correlations to the Virginia Standards of Learning were reviewed and updated by:

Leslie R. Bowers, English Teacher (ret.), Newport News Public Schools
Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science Coalition
Anne F. Markwith, New Teacher Mentor (Science), Gloucester County Public Schools
Michael Nagy, Social Studies Department Chair, Rustburg High School, Campbell County Public Schools
Introduction

- Cluster, pathway, and occupation information, as updated in the APG and CPG, will appear here.

Template material omitted: A general description of the elements of a course framework and links to generally applicable Web resources appear here.

Course Description

Suggested Grade Level: 11 or 12
Prerequisites:

Students with an interest in lodging management and operations develop specialized skills in the areas of human resources and supervision, marketing and public relations, sales, front-office functions, guest relations, communication, financial functions, food and beverage, housekeeping operations, security, and engineering. In addition, students gain a thorough understanding of the lodging industry and the career options available. Computer applications and DECA activities, with opportunities in leadership, community, and competitive events, enhance the course.
Industry Certifications

Credentials for this framework are generated by the APG and appear on the accompanying approval form. APG-generated credentials will appear in the published framework.

Task/Competency List

Template material omitted: General material used to introduce the task list has been omitted.

For the indicated course(s):

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
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<tbody>
<tr>
<td>001</td>
<td>Explain travel, tourism, and hospitality as an industry.</td>
</tr>
<tr>
<td>002</td>
<td>Outline the history of the travel, tourism, and hospitality industry.</td>
</tr>
<tr>
<td>003</td>
<td>Describe local, statewide, national, and international growth and future trends in the hospitality industry.</td>
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<tr>
<td>004</td>
<td>Evaluate the effects of travel and tourism on local, state, national, and global economies.</td>
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<tr>
<td>005</td>
<td>Analyze the reasons an individual travels.</td>
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<tr>
<td>006</td>
<td>Identify types of lodging properties and ownership structures.</td>
</tr>
<tr>
<td>007</td>
<td>Identify the primary evaluation and rating systems for lodgings.</td>
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<tr>
<td>008</td>
<td>Apply basic industry terminology.</td>
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</tbody>
</table>

Introducing the Hospitality Industry

Planning for a Career in Lodging Management and Operations

009         | Describe the career progression opportunities in various areas of the hospitality industry. |
| 010 |  +  | Evaluate the personal qualifications and skills needed for success and advancement in the hospitality industry. |
| 011 |  +  | Analyze the value of diversity in the workplace. |
| 012 |  +  | Identify leadership styles. |
| 013 |  +  | Describe steps for seeking employment in the hospitality industry. |
| 014 |  +  | Summarize the principal employee benefits offered in the lodging industry. |
| 015 |  +  | Explain how to leave a job professionally. |
| 016 |  +  | Research postsecondary and industry-sponsored continuing education opportunities. |
| 017 |  +  | Analyze trends that influence career development. |

**Communicating Professionally on the Job**

| 018 |  +  | Demonstrate verbal and nonverbal communication skills needed in the lodging industry. |
| 019 |  +  | Demonstrate written business communication skills needed in the lodging industry. |
| 020 |  +  | Identify communication tools for successful guest relations. |
| 021 |  +  | Describe problem-solving skills. |
| 022 |  +  | Demonstrate interpersonal skills required of supervisors in the lodging industry. |
| 023 |  +  | Demonstrate professional communication etiquette. |
| 024 |  +  | Explain the process for handling different types of communication in the lodging industry. |

**Examining Marketing and Public Relations Functions in the Lodging Industry**

<p>| 025 |  +  | Describe the relationships among marketing, sales, and operations in the lodging industry. |
| 026 |  +  | Explain the benefits of market research and planning. |
| 027 |  +  | Describe primary and secondary research methods and their value. |</p>
<table>
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<tbody>
<tr>
<td>028</td>
<td>+</td>
<td>Identify the elements of a property analysis.</td>
</tr>
<tr>
<td>029</td>
<td>+</td>
<td>Examine market segments within the lodging industry.</td>
</tr>
<tr>
<td>030</td>
<td>+</td>
<td>Differentiate among the revenue generators.</td>
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<tr>
<td>031</td>
<td>+</td>
<td>Analyze market segments and the marketing mix to increase market share.</td>
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<tr>
<td>032</td>
<td>+</td>
<td>Identify the marketing functions and their roles in the lodging industry.</td>
</tr>
<tr>
<td>033</td>
<td>+</td>
<td>Analyze the role of digital marketing in the lodging industry.</td>
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**Examining Human Resources and Supervisory Functions**

<p>| | | |</p>
<table>
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<tbody>
<tr>
<td>034</td>
<td>+</td>
<td>Identify the role of the human resources department.</td>
</tr>
<tr>
<td>035</td>
<td></td>
<td>Describe the responsibilities of a supervisor.</td>
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<tr>
<td>036</td>
<td></td>
<td>Examine methods for recruiting and retaining employees.</td>
</tr>
<tr>
<td>037</td>
<td></td>
<td>Explain the hiring and dismissal processes in the lodging industry.</td>
</tr>
<tr>
<td>038</td>
<td></td>
<td>Describe methods for motivating employees.</td>
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<tr>
<td>039</td>
<td></td>
<td>Demonstrate the steps of conducting an employee evaluation.</td>
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**Examining Sales Functions in the Lodging Industry**

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<tr>
<td>040</td>
<td>+</td>
<td>Demonstrate the steps of the selling process.</td>
</tr>
<tr>
<td>041</td>
<td>+</td>
<td>Identify sources for potential sales leads.</td>
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<tr>
<td>042</td>
<td>+</td>
<td>Demonstrate negotiating skills.</td>
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<tr>
<td>043</td>
<td>+</td>
<td>Analyze typical ways clients select a lodging.</td>
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<tr>
<td>044</td>
<td>+</td>
<td>Describe tools for conducting follow-up with guests.</td>
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**Examining Lodging Front-office Functions**

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<tr>
<td>045</td>
<td>+</td>
<td>Describe the organizational structure of the front office.</td>
</tr>
<tr>
<td>046</td>
<td>+</td>
<td>Define the role and responsibilities of the guest-services agent.</td>
</tr>
<tr>
<td>047</td>
<td>+</td>
<td>Explain the need for accommodations for guests with disabilities.</td>
</tr>
</tbody>
</table>
### Explain the importance of agent-guest dialogue before, during, and after check-in.

### Describe how technology can enhance the check-in and checkout experience.

### Examine incentive programs for frequent guests.

### Compare types of reservations and the information required to process them.

### Describe the relationship between the night audit and front-office operations.

#### Examining Housekeeping Functions

### Describe the responsibilities of the housekeeping team.

### Explain housekeeping’s role in guest satisfaction and repeat business.

### Describe the procedures for handling biohazardous materials.

### Describe the procedures for cleaning guest rooms.

### Explain how weekly business forecasts influence housekeeping staffing.

### Explain how the housekeeping department prioritizes room cleaning.

### Analyze the effect of time and materials spent on guest room preparation on overall lodging operations.

### Explain procedures for guest room inspection.

#### Performing Food and Beverage Functions

### Define event services and associated duties.

### Describe the types of banquet service.

### Describe the organization and structure of the food and beverage department.

### Analyze the contribution of catering sales and food and beverage to lodging profitability.

### Describe the food and beverage purchasing process.
| 066 | ✦ | Demonstrate table settings for breakfast, lunch, and dinner. |
| 067 | ✦ | Describe the duties of food and beverage staff positions. |
| 068 | ✦ | Explain a standard room setup. |
| 069 | ✦ | Examine the legal implications of controlled substances service and staff intervention. |
| 070 | ✦ | Describe food handling and storage fundamentals. |
| 071 | ✦ | Describe sanitation and safety procedures. |
| 072 | ✦ | Describe room-service procedures. |

**Evaluating Security, Safety, and Confidentiality**

| 073 | ✦ | Explain lodging safety and emergency threats and procedures. |
| 074 | ✦ | Summarize procedures for managing vendors and contractors. |
| 075 | ✦ | Describe the key-control policy. |
| 076 | ✦ | Evaluate the typical hotel lost-and-found policy. |
| 077 | ✦ | Describe the responsibilities of various departments regarding lodging security. |
| 078 | ✦ | Analyze basic legal responsibilities of the lodging related to safety and security. |
| 079 | ✦ | Explain why security management guidelines are needed for a lodging property. |
| 080 | ✦ | Interpret guest and employee rights to confidentiality. |
| 081 | ✦ | Research workplace safety procedures and OSHA requirements. |

**Examining Engineering Functions**

| 082 | ✦ | Describe the organization and structure of the engineering department. |
| 083 | ✦ | Identify basic systems maintained by engineering and maintenance operations. |
| 084 | ✦ | Explain why preventive maintenance controls and procedures are needed within a lodging. |
## Introducing the Hospitality Industry

### Task Number 001

**Explain travel, tourism, and hospitality as an industry.**

**Definition**

Explanation should include

- travel and transportation
- lodging
- food and beverage
- destination attractions, entertainment, and special events
- recreation
- emerging markets.

**Process/Skill Questions**

- How does the hospitality industry encourage travel?
- What factors influence guest decisions on where to stay when traveling? How have these factors evolved over the past ten years?
- How does a region’s infrastructure affect travel?
- What are the advantages and disadvantages of working in the hospitality industry?
Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

National MBAResearch Standards-Marketing

Acquire a foundational knowledge of product/service management to understand its nature and scope.

Task Number 002
Outline the history of the travel, tourism, and hospitality industry.

Definition

Outline should include

- discussing the history of the lodging industry from ancient to modern times
- citing the names of several industry leaders who have influenced the hospitality industry
- discussing how the introduction of railroads, automobiles, and air travel have affected the hospitality industry
- describing government influence on the hospitality industry in the United States and other countries.

Process/Skill Questions

- What is the effect of improved communication on the growth of the hospitality industry?
- What are the major contributions of hospitality industry leaders (e.g., Hilton, Marriott, Rosen)?
- How does transportation influence the location of lodging and attractions?
- How has technology affected the hospitality industry over the years?
- What is the symbol of hospitality? What are the symbol’s origins?
- How does a company’s reputation in the industry affect current sales?

Related Standards of Learning

History and Social Science

GOVT.12

The student will apply social science skills to understand the role of the United States in a changing world by

a. describing the responsibilities of the national government for foreign policy and national security;

b. assessing the role of national interest in shaping foreign policy and promoting world peace; and

c. examining the relationship of Virginia and the United States to the global economy, including trends in international trade.

VUS.8

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by
a. explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians;
b. analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities;
c. examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;
d. analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;
e. evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization; and
f. evaluating and explaining the economic outcomes and the political, cultural, and social developments of the Progressive Movement and the impact of its legislation.

VUS.10

The student will apply social science skills to understand key events during the 1920s and 1930s by

a. analyzing how popular culture evolved and challenged traditional values;
b. assessing and explaining the economic causes and consequences of the stock market crash of 1929;
c. explaining the causes of the Great Depression and its impact on the American people; and
d. evaluating and explaining how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and expanded the government’s role in the economy.

VUS.14

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

a. assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
b. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);
c. evaluating the evolving and changing role of government, including its role in the American economy; and
d. explaining scientific and technological changes and evaluating their impact on American culture

WG.17

The student will apply social science skills to analyze the impact of globalization by

a. identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;
b. describing ways that economic and social interactions change over time; and
c. mapping, describing, and evaluating economic unions.

WHII.3

The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization by

a. explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
b. describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions; and
c. describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

WHII.14

The student will apply social science skills to understand the global changes during the early twenty-first century by

a. identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;
b. assessing the link between economic and political freedom;
c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and
d. analyzing the increasing impact of terrorism.

English

11.6

The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.
a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
c. Organize claims, counterclaims, and evidence in a sustained and logical sequence.
d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
e. Use words, phrases, clauses, and varied syntax to create a cohesive argument.
f. Blend multiple forms of writing including embedding narratives to produce effective essays.
g. Revise writing for clarity of content, accuracy and depth of information.
h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.7
The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

   a. Use complex sentence structure to infuse sentence variety in writing.
   b. Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
   c. Distinguish between active and passive voice.

11.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

   b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
   c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
   d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
   e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
   f. Demonstrate ethical use of the Internet.

12.6
The student will write in a variety of forms to include persuasive/argumentative reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.
a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
b. Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
c. Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
d. Blend multiple forms of writing including embedding a narrative to produce effective essays.
e. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
f. Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
g. Revise writing for clarity of content, depth of information, and technique of presentation.
h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.
i. Write to clearly describe personal qualifications for potential occupational or educational opportunities.

12.7
The student will self- and peer-edit writing for Standard English.

a. Use complex sentence structure to infuse sentence variety in writing.
b. Edit, proofread, and prepare writing for intended audience and purpose.
c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

12.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

a. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
c. Critically evaluate the accuracy, quality, and validity of the information.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.
Task Number 003

Describe local, statewide, national, and international growth and future trends in the hospitality industry.

Definition

Description should include the effect of

- agritourism
- air travel
- events and conferences
- cruises
- ecotourism
- entertainment (e.g., gaming)
- experiential travel (e.g., swimming with dolphins, culinary experiences, adventure)
- ground transportation (e.g., car rental, motor coach, rail)
- historical sites
- incentive travel (e.g., trade promotion; reward for employees and/or customers)
- lodging (e.g., hotels, motel, bed and breakfast, timeshares)
- museums, historic sites, and attractions (e.g., gardens)
- natural resources
- niched tourism (e.g., education, medical, retail, food, etc.)
- outdoor recreation
- restaurants
- special events (e.g., galas, weddings)
- special interest travel
- sport management
- theme parks
- travel management companies, including online travel agencies (OTAS)
- voluntourism.

Process/Skill Questions

- How have technological innovations affected the growth of tourism?
- How is economic data used to predict trends in tourism?
- How has social media changed the industry?
- How has international travel to the U.S. changed in the last ten years?
- How is demographic data used in marketing a hospitality product?
- What influence do the chambers of commerce have on the growth of the hospitality industry?
Related Standards of Learning

History and Social Science

GOVT.12

The student will apply social science skills to understand the role of the United States in a changing world by

  a. describing the responsibilities of the national government for foreign policy and national security;
  b. assessing the role of national interest in shaping foreign policy and promoting world peace; and
  c. examining the relationship of Virginia and the United States to the global economy, including trends in international trade.

VUS.14

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

  a. assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
  b. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);
  c. evaluating the evolving and changing role of government, including its role in the American economy; and
  d. explaining scientific and technological changes and evaluating their impact on American culture

WG.15

The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by

  a. determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors and
  b. determining how human migration and cultural diffusion influence the current human characteristics of places and regions.

WG.16

The student will apply social science skills to analyze the patterns of urban development by
a. applying the concepts of site and situation to major cities in each region;
b. explaining how the functions of towns and cities have changed over time; and
c. describing the unique influence of urban areas and challenges they face.

**WG.17**

The student will apply social science skills to analyze the impact of globalization by

a. identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;
b. describing ways that economic and social interactions change over time; and
c. mapping, describing, and evaluating economic unions.

**WHII.14**

The student will apply social science skills to understand the global changes during the early twenty-first century by

a. identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;
b. assessing the link between economic and political freedom;
c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and
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**English**

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Task Number 004

Evaluate the effects of travel and tourism on local, state, national, and global economies.

Definition
Evaluation should include

- definition of economy and the basic economic systems
- local and regional agencies that promote travel and tourism
- major local, state, and national events and attractions
- an assessment of local, state, and national travel statistics
- the concept of supply and demand
- the four phases of a business cycle
- local and state regulations that affect lodging operations
- the economic value of tourism and how it contributes to the community's tax base.

Process/Skill Questions

- Why is an accurate interpretation of travel statistics important?
- What role do local hospitality taxes play in the economy?
- How do the concepts of business cycles, supply and demand, and government regulation affect the hospitality industry?
- How do tourism dollars flow through a local economy?
- What is the role convention and visitor bureau (CVB)?
• What are the most popular tourist regions in the US? How would other markets emulate this success in their own region?

Related Standards of Learning

History and Social Science

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

a. describing the provision of government goods and services that are not readily produced by the market;
b. describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
c. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
d. analyzing how Congress can use fiscal policy to stabilize the economy;
e. describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy; and
f. evaluating the trade-offs in government decisions.

VUS.14

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

a. assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
b. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);
c. evaluating the evolving and changing role of government, including its role in the American economy; and

WG.15
The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by

a. determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors and
b. determining how human migration and cultural diffusion influence the current human characteristics of places and regions.

WG.16

The student will apply social science skills to analyze the patterns of urban development by

a. applying the concepts of site and situation to major cities in each region;
b. explaining how the functions of towns and cities have changed over time; and
c. describing the unique influence of urban areas and challenges they face.

WG.17

The student will apply social science skills to analyze the impact of globalization by

a. identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;
b. describing ways that economic and social interactions change over time; and
c. mapping, describing, and evaluating economic unions.

WHII.14

The student will apply social science skills to understand the global changes during the early twenty-first century by

a. identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;
b. assessing the link between economic and political freedom;
c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and
d. analyzing the increasing impact of terrorism.

English

11.5

The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
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g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
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Common Career Technical Core

HT2
Evaluate the nature and scope of the Hospitality & Tourism Career Cluster™ and the role of hospitality and tourism in society and the economy.

National MBAResearch Standards-Business Administration

Understand economic systems to be able to recognize the environments in which businesses function.

Task Number 005

Analyze the reasons an individual travels.
Definition

Analysis should include personal and professional reasons.

Process/Skill Questions

- How does personal travel affect the industry?
- How does professional travel affect the industry?
- What factors affect the growth and decline of travel?

Related Standards of Learning

History and Social Science

GOVT.12

The student will apply social science skills to understand the role of the United States in a changing world by

a. describing the responsibilities of the national government for foreign policy and national security;
b. assessing the role of national interest in shaping foreign policy and promoting world peace; and
c. examining the relationship of Virginia and the United States to the global economy, including trends in international trade.

VUS.14

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

a. assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
b. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);
c. evaluating the evolving and changing role of government, including its role in the American economy; and
d. explaining scientific and technological changes and evaluating their impact on American culture

WG.14
The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population by

a. examining demographic data to determine the relative level of development;
b. distinguishing between developed and developing countries; and
c. comparing and contrasting the level of economic development to the standard of living and quality of life.

**WHII.14**

The student will apply social science skills to understand the global changes during the early twenty-first century by

a. identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;
b. assessing the link between economic and political freedom;
c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and
d. analyzing the increasing impact of terrorism.

**English**

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.
a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

National MBAResearch Standards-Business Administration

Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.

National MBAResearch Standards-Marketing

Acquire a foundational knowledge of product/service management to understand its nature and scope.

Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

Employ product-mix strategies to meet customer expectations.

Task Number 006

Identify types of lodging properties and ownership structures.

Definition

Identification should include

- brands (e.g., international, national, boutique, emerging brands)
- types of ownership (e.g., independent, chain, franchise)
- service offerings (e.g., full-service, select service)
- property types (e.g., business, residential, condominium lodging, resort, gaming, bed and breakfast, time-shares, extended stay, shared lodging).
Process/Skill Questions

- How does the lodging brand affect service offerings?
- What are some operational differences between a chain and an independent lodging property?
- How do guest services vary by lodging type?
- Why does a lodging company, such as Hilton or Marriott, offer so many brands?
- What are three requirements for becoming a franchise property?
- What are the advantages and disadvantages of independent ownership?
- What must an entrepreneur consider when determining what type of ownership to pursue?
- How do advertising decisions differ among types of properties?
- How have lodging accommodations and trends changed over ten years?

Related Standards of Learning

History and Social Science

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

a. describing the provision of government goods and services that are not readily produced by the market;
b. describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
c. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
d. analyzing how Congress can use fiscal policy to stabilize the economy;
e. describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy; and
f. evaluating the trade-offs in government decisions.

English

11.5

The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
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d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

National MBAResearch Standards-Business Administration

Apply knowledge of business ownership to establish and continue business operations.

Reinforce company's image to exhibit the company's brand promise.

Task Number 007

Identify the primary evaluation and rating systems for lodgings.

Definition

Identification should include principal rating systems and should describe how the lodging industry and consumers use these rating/evaluation systems.
Process/Skill Questions

- What is the purpose of a rating system?
- What criteria are used to rate lodgings?
- How does the rating process affect lodging pricing?
- What steps can be taken to raise a rating?
- How have travel sites affected the hospitality industry?
- How should a company address customer feedback on social media and rating sites?

Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.
Task Number 008

Apply basic industry terminology.

Definition

Application of terminology should include acronyms and jargon used throughout the hotel industry.

Process/Skill Questions

- Why is it important to know industry terminology and jargon?
- What are some commonly used acronyms in the industry?
- How does a grasp of industry terminology contribute to career growth?
- How can one continue to learn new acronyms and jargon on the job?

Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Planning for a Career in Lodging Management and Operations

Task Number 009

Describe the career progression opportunities in various areas of the hospitality industry.

Definition

Description should address opportunities in various hospitality areas (e.g., travel, lodging, attraction, destination) and should include

- examples of occupations at each career level (entry, skilled, and managerial)
- salary ranges available in the hospitality industry, including the value of benefits.

Career progression requires developing a plan that includes

- career goals
- education, training, and mentorship
- certification of completion
- advancement opportunities.
Process/Skill Questions

- What is a reasonable timeframe for serving in an entry-level position?
- How transferable are skill sets from one area of the industry to another?
- What level of education is required for each of the career levels?
- How can a lateral job move benefit one’s career?
- Why would being mobile be an asset to one’s career?
- What role does a mentor play in guiding employees toward career goals?
- How can secondary education fit into a career plan?
- What are some obstacles to following a career plan’s timeline?
- What is the outlook of hospitality industry employment opportunities?

Related Standards of Learning

English

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Common Career Technical Core

HT6
Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

MK5
Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

National MBA Research Standards-Business Administration

Utilize career-advancement activities to enhance professional development.

National MBA Research Standards-Marketing

Participate in career planning to enhance job-success potential.

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Task Number 010

Evaluate the personal qualifications and skills needed for success and advancement in the hospitality industry.

Definition

Evaluation should include the following career-building qualities, as applied to collaborative thinking, succession planning, coaching and supervisory skills, and customer-service skills:

- Leadership
- Initiative
- Team player
- Innovative
- Appreciation of workplace diversity
- Professional
- Guest-oriented
- Ethical
- Incorruptible
• Manners/etiquette
• Communicator
• Flexible (e.g., working hours, location)
• Inclusive

Process/Skill Questions

• What are desirable characteristics in a lodging industry professional?
• How does setting an example of ethical behavior affect coworkers?
• How can professionalism be displayed on the job?
• How can a guest-oriented attitude be maintained throughout a work shift?
• Why would an employer need employees who can work both independently and as a team?
• What are the opportunities for continuing education in the lodging industry?
• What industry certifications can be obtained to advance in the industry?
• What skills are the necessary to work closely with the public?

Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

National MBAResearch Standards-Business Administration

Develop personal traits to foster career advancement.

National MBAResearch Standards-Marketing

Participate in career planning to enhance job-success potential.

Task Number 011

Analyze the value of diversity in the workplace.

Definition

Analysis should include

- the benefits of cultural awareness and tolerance in the workplace
- the reason behind the enactment of Equal Employment Opportunity (EEO) laws.

Process/Skill Questions

- What is diversity?
- How can cultural differences affect the workplace?
- How can a culturally diverse workforce strengthen the hospitality industry?
- How do EEO laws benefit women and minorities in the workplace?
- Why is it important for employees in the hospitality industry to be knowledgeable of different cultural norms and expectations?

Related Standards of Learning

History and Social Science

GOVT.16
The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

a. exercising personal character traits such as trustworthiness, responsibility, and honesty;
b. obeying the law and paying taxes;
c. serving as a juror;
d. participating in the political process and voting in local, state, and national elections;
e. performing public service;
f. keeping informed about current issues;
g. respecting differing opinions and the rights of others;
h. practicing personal and fiscal responsibility;
i. demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
j. practicing patriotism.

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

National MBA Research Standards - Marketing

Understand responsibilities in marketing to demonstrate ethical/legal behavior.

Task Number 012

Identify leadership styles.

Definition

Identification should include strengths and weaknesses of styles such as

- autocratic
- bureaucratic
- laissez-faire
- democratic.

Process/Skill Questions

- What is an effective use of each style of leadership? How does a manager determine which leadership style to adopt?
- Why would it be helpful for an employer to know the leadership style of a supervisor?
- How can a manager recognize his or her natural leadership style?

Related Standards of Learning

English

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

National MBA Research Standards-Business Administration

Employ leadership skills to achieve workplace objectives.

Task Number 013

Describe steps for seeking employment in the hospitality industry.

Definition

Description should include

- identifying current job opportunities from various sources (e.g., online, job fairs)
- preparing a résumé
- writing a cover letter
- completing a job application
• securing an interview
• following up after an interview
• preparing for a phone/video interview
• handling interviews by committee.

Process/Skill Questions

• How is a positive first impression created through a résumé, cover letter, and job application?
• What resources are available in finding employment in the industry?
• What could happen to a job candidate who omits or falsifies information on a job application? How might this affect an employee after being hired?
• How does following up after an interview increase one’s chances of being offered the job?
• What are the benefits of networking?
• How should one align a résumé with each job description?

Related Standards of Learning

English

11.1
The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

a. Select and effectively use multimodal tools to design and develop presentation content.
b. Credit information sources.
c. Demonstrate the ability to work collaboratively with diverse teams.
d. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
f. Anticipate and address alternative or opposing perspectives and counterclaims.
g. Evaluate the various techniques used to construct arguments in multimodal presentations.
h. Use vocabulary appropriate to the topic, audience, and purpose.
i. Evaluate effectiveness of multimodal presentations.

11.2
The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

a. Describe possible cause and effect relationships between mass media coverage and public opinion trends.
b. Create media messages with a specific point of view.
c. Evaluate media sources for relationships between intent and content.
d. Analyze the impact of selected media formats on meaning.
e. Determine the author’s purpose and intended effect on the audience for media messages.
f. Manage, analyze, and synthesize multiple streams of simultaneous information.
g. Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.6
The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
c. Organize claims, counterclaims, and evidence in a sustained and logical sequence.
d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
e. Use words, phrases, clauses, and varied syntax to create a cohesive argument.
f. Blend multiple forms of writing including embedding narratives to produce effective essays.
g. Revise writing for clarity of content, accuracy and depth of information.
h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.7
The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a. Use complex sentence structure to infuse sentence variety in writing.
b. Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
c. Distinguish between active and passive voice.

11.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

12.1
The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

a. Select and effectively use multimodal tools to design and develop presentation content.
b. Credit information sources.
c. Demonstrate the ability to work collaboratively with diverse teams.
d. Anticipate and address alternative or opposing perspectives and counterclaims.
e. Evaluate the various techniques used to construct arguments in multimodal presentations.
f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
g. Critique effectiveness of multimodal presentations.

12.2
The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

a. Describe possible cause and effect relationships between mass media coverage and public opinion trends.

b. Evaluate media sources for relationships between intent and factual content.

c. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).

d. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.

e. Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.

f. Manage, analyze, and synthesize multiple streams of simultaneous information.

g. Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.

c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

12.6
The student will write in a variety of forms to include persuasive/argumentative reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

b. Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.

c. Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.

d. Blend multiple forms of writing including embedding a narrative to produce effective essays.

e. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
f. Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
g. Revise writing for clarity of content, depth of information, and technique of presentation.
h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.
i. Write to clearly describe personal qualifications for potential occupational or educational opportunities.

12.7
The student will self- and peer-edit writing for Standard English.

a. Use complex sentence structure to infuse sentence variety in writing.
b. Edit, proofread, and prepare writing for intended audience and purpose.
c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

12.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

a. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
c. Critically evaluate the accuracy, quality, and validity of the information.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

National MBAResearch Standards-Business Administration

Implement job-seeking skills to obtain employment.

National MBAResearch Standards-Marketing

Participate in career planning to enhance job-success potential.
Task Number 014

Summarize the principal employee benefits offered in the lodging industry.

Definition

Summary should include the most popular employee benefits, such as

- medical and dental insurance
- employee assistance program
- 401(k) investment plans
- holiday pay
- vacation/paid time off (PTO)
- tuition reimbursement
- travel discounts
- career advancement opportunities.

Process/Skill Questions

- What are the consequences of not providing employees benefits?
- What travel discounts are available to lodging employees?
- How do benefits increase the value of an employee’s paycheck?
- What benefits should an applicant insist on before accepting a position?
- How might a company offer benefits that distinguish it from others?
- How can a new lodging company find the best employee benefits?
- Why is tuition reimbursement important for career advancement in the hospitality industry? What careers in the industry require higher education?

Related Standards of Learning

English

11.5

The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

  a. Apply information from texts to clarify understanding of concepts.
  b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
  c. Analyze technical writing for clarity.
  d. Paraphrase and synthesize ideas within and between texts.
  e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Task Number 015

**Explain how to leave a job professionally.**

**Definition**

Explanation should include

- a written letter of resignation
- an acceptable notice (e.g., two weeks, following company handbook)
- an offer to train a replacement
- a request for an exit interview
- a departure plan and date.

**Process/Skill Questions**

- What are acceptable steps to follow when leaving a job?
- Why is it important to leave a job on good terms with management?
- What is the purpose of providing a minimum of two weeks’ notice?
- What is the purpose of an exit interview?
• How should a resigning employee respond when the employer demands that he/she leave immediately with an escort?
• Why are confidentiality agreements important in the event of resignation? How and when does the employee inform coworkers of the resignation?

Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

   a. Apply information from texts to clarify understanding of concepts.
   b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
   c. Analyze technical writing for clarity.
   d. Paraphrase and synthesize ideas within and between texts.
   e. Draw conclusions and make inferences on explicit and implied information using textual support.
   f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
   g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
   h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
   i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.7
The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

   a. Use complex sentence structure to infuse sentence variety in writing.
   b. Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
   c. Distinguish between active and passive voice.

11.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

   b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
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c. Critically evaluate the accuracy, quality, and validity of the information.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

National MBA Research Standards-Marketing

Participate in career planning to enhance job-success potential.

Task Number 016

Research postsecondary and industry-sponsored continuing education opportunities.

Definition

Research should target

- community colleges
- formal industry-specific education (i.e., culinary training)
- two- and four-year colleges and universities
- internships
- industry trade association workshops, events, webinars
- seminars
- certifications
- employer-paid education
- online courses
- brand training
- cultural awareness.

Process/Skill Questions

- What effect does a degree or certification have on an employee's career in hospitality management?
- What are the consequences of neglecting postsecondary education?
- What are the consequences of relying exclusively on on-the-job training?
- How can one prepare during high school for success with postsecondary opportunities?
- What role does geography play in the hospitality industry?
- How would one obtain cultural and diversity training? How does this vary by region?

Related Standards of Learning

English
11.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

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The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

a. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
c. Critically evaluate the accuracy, quality, and validity of the information.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

National MBAResearch Standards-Marketing

Participate in career planning to enhance job-success potential.

Task Number 017

Analyze trends that influence career development.

Definition
Analysis should include trends such as

- centralized reservation and sales centers
- applied technologies
- telecommuting
- travel destination trends
- increased guest service delivery.

Process/Skill Questions

- How has technology affected guest-contact positions (e.g., restaurant, front office)?
- How might a grasp of new technology improve an employee's potential for promotion?
- How should a lodging adjust staffing to respond to changes in business conditions?
- What are the benefits/drawbacks of relying on temporary international workers for a lodging's labor pool?
- How has telecommuting changed the operation of sales departments in the lodging industry?
- What legislation has influenced recent trends?
- What role does social media have for career growth and possibilities?

Related Standards of Learning

History and Social Science

GOVT.12

The student will apply social science skills to understand the role of the United States in a changing world by

a. describing the responsibilities of the national government for foreign policy and national security;
   b. assessing the role of national interest in shaping foreign policy and promoting world peace; and
   c. examining the relationship of Virginia and the United States to the global economy, including trends in international trade.

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

a. describing the provision of government goods and services that are not readily produced by the market;
   b. describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and
enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
c. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
d. analyzing how Congress can use fiscal policy to stabilize the economy;
e. describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy; and
f. evaluating the trade-offs in government decisions.

VUS.14

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

a. assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
b. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);
c. evaluating the evolving and changing role of government, including its role in the American economy; and
d. explaining scientific and technological changes and evaluating their impact on American culture

WG.15

The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by

a. determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors and
b. determining how human migration and cultural diffusion influence the current human characteristics of places and regions.

WG.16

The student will apply social science skills to analyze the patterns of urban development by

a. applying the concepts of site and situation to major cities in each region;
b. explaining how the functions of towns and cities have changed over time; and
c. describing the unique influence of urban areas and challenges they face.

WG.17
The student will apply social science skills to analyze the impact of globalization by

a. identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;
b. describing ways that economic and social interactions change over time; and
c. mapping, describing, and evaluating economic unions.

**WHII.14**

The student will apply social science skills to understand the global changes during the early twenty-first century by

a. identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;
b. assessing the link between economic and political freedom;
c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and
d. analyzing the increasing impact of terrorism.

**English**

**11.5**
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.
a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

National MBAResearch Standards-Marketing

Participate in career planning to enhance job-success potential.

Communicating Professionally on the Job

Task Number 018

Demonstrate verbal and nonverbal communication skills needed in the lodging industry.

Definition

Demonstration should reflect knowledge of

- the communication process
- basic communication principles
- eye contact
- body language
- appropriate tone of voice
- grammar
- courtesy and respect
- manners
- local customs.

Process/Skill Questions
• How does communication vary by cultural background?
• What role does communication play in human relations?
• What are upward communication, downward communication, and lateral communication?
• How does the terminology an employee uses with a guest affect the guest’s experience?
• What are examples of cultural differences? Why is it important to understand cultural differences?
• Why is it important for all employees to understand local customs?

**Related Standards of Learning**

**English**

11.1
The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

   a. Select and effectively use multimodal tools to design and develop presentation content.
   b. Credit information sources.
   c. Demonstrate the ability to work collaboratively with diverse teams.
   d. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
   e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
   f. Anticipate and address alternative or opposing perspectives and counterclaims.
   g. Evaluate the various techniques used to construct arguments in multimodal presentations.
   h. Use vocabulary appropriate to the topic, audience, and purpose.
   i. Evaluate effectiveness of multimodal presentations.

12.1
The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

   a. Select and effectively use multimodal tools to design and develop presentation content.
   b. Credit information sources.
   c. Demonstrate the ability to work collaboratively with diverse teams.
   d. Anticipate and address alternative or opposing perspectives and counterclaims.
   e. Evaluate the various techniques used to construct arguments in multimodal presentations.
   f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
   g. Critique effectiveness of multimodal presentations.
Task Number 019

Demonstrate written business communication skills needed in the lodging industry.

Definition

Demonstration should include composing

- emails
- business letters
- proposals
- thank-you letters
- banquet event orders (BEO)
- work orders
- operations documents
- incident reports
- responses to complaints.

Process/Skill Questions

- What is the importance of the BEO in the communication process throughout the lodging?
- When is a handwritten thank-you note preferable to an email?
- Why is it necessary to include the date and time on written communications?
- What are the characteristics of a professionally written email?
- What departments rely on memos instead of email?
- Why is it important to know that email messages are generally public information?
- What are some drawbacks to electronic communications?
- Why is it important to put selected communications in writing?
- Why is proofreading important?
- What etiquette should be followed when sending a business document via email?
• What are ways that communication is different between employee and employee vs. employee and customer?

Related Standards of Learning

English

11.7
The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

   a. Use complex sentence structure to infuse sentence variety in writing.
   b. Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
   c. Distinguish between active and passive voice.

11.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

   b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
   c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
   d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
   e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
   f. Demonstrate ethical use of the Internet.

12.7
The student will self- and peer-edit writing for Standard English.

   a. Use complex sentence structure to infuse sentence variety in writing.
   b. Edit, proofread, and prepare writing for intended audience and purpose.
   c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

12.8
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a. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
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d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

National MBAResearch Standards-Business Administration

Record information to maintain and present a report of business activity.

Write internal and external business correspondence to convey and obtain information effectively.

Task Number 020

Identify communication tools for successful guest relations.

Definition

Identification should include

- active listening skills
- empathy for others
- eye contact
- examples of appropriate and inappropriate communication with guests
- the benefits of diversity, generational differences, and sensitivity training.

Process/Skill Questions

- Why is training critical to the development of effective guest relations?
- How is nonverbal communication skills training best conducted?
- What is the relationship between verbal and nonverbal communication?
- How can one determine a guest’s needs based on non-verbal communication?
- What are the dangers of reacting too quickly to a customer complaint?
- Why is it important to understand cultural differences?
- Why are customer feedback programs important as an incentive to employees?
- How does customer and employee interaction affect customer loyalty and retention?

**Related Standards of Learning**

**English**

**11.5**
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

  a. Apply information from texts to clarify understanding of concepts.
  b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
  c. Analyze technical writing for clarity.
  d. Paraphrase and synthesize ideas within and between texts.
  e. Draw conclusions and make inferences on explicit and implied information using textual support.
  f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
  g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
  h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

  a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
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  d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
  e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

**National MBAResearch Standards-Marketing**

**Employ product-mix strategies to meet customer expectations.**

**Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.**
Task Number 021

Describe problem-solving skills.

Definition

Description should include

- identifying the steps in the problem-solving process
- analyzing problem-solving and conflict-resolution techniques
- including examples of problems that can emerge in employee-supervisor, employee-employee, and employee-guest relationships.

Process/Skill Questions

- How should conflicts be resolved with a fellow employee, an employer, and a guest?
- What is the importance of asking questions in the problem-solving process?
- What conflict-resolution training is offered by many hospitality businesses?
- How can problem-solving skills be used to retain guests?
- Why is it important to know the problem-solving process at a company? What is the chain of command, and when is management involved?

Related Standards of Learning

History and Social Science

GOVT.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a. planning inquiries by synthesizing information from diverse primary and secondary sources;
b. analyzing how political and economic trends influence public policy, using demographic information and other data sources;
c. comparing and contrasting historical, cultural, economic, and political perspectives;
d. evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
e. constructing informed, analytic arguments using evidence from multiple sources to introduce and support substantive and significant claims;
f. explaining how cause-and-effect relationships impact political and economic events;
g. taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
h. using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
i. applying civic virtues and democratic principles to make collaborative decisions; and
j. communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
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c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.
Manage stressful situations to minimize potential negative impact.

Utilize critical-thinking skills to determine best options/outcomes.

Task Number 022

Demonstrate interpersonal skills required of supervisors in the lodging industry.

Definition

Demonstration should include skills that benefit the employee-supervisor relationship and the employee-guest relationship, such as

- empathy
- sincerity
- fairness
- verbal and nonverbal communication.

Process/Skill Questions

- How can an employee demonstrate empathy without losing focus on productivity?
- How can supervisors improve employee relations through sincerity and fairness?
- Why does a supervisor have the responsibility of maintaining positive employee-supervisor relations?
- What are ways a supervisor can motivate employees?

Related Standards of Learning

History and Social Science

GOVT.16

The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

a. exercising personal character traits such as trustworthiness, responsibility, and honesty;
b. obeying the law and paying taxes;
c. serving as a juror;
d. participating in the political process and voting in local, state, and national elections;
e. performing public service;
f. keeping informed about current issues;
g. respecting differing opinions and the rights of others;
h. practicing personal and fiscal responsibility;
i. demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
j. practicing patriotism.

English

11.1
The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

a. Select and effectively use multimodal tools to design and develop presentation content.
b. Credit information sources.
c. Demonstrate the ability to work collaboratively with diverse teams.
d. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
f. Anticipate and address alternative or opposing perspectives and counterclaims.
g. Evaluate the various techniques used to construct arguments in multimodal presentations.
h. Use vocabulary appropriate to the topic, audience, and purpose.
i. Evaluate effectiveness of multimodal presentations.

12.1
The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

a. Select and effectively use multimodal tools to design and develop presentation content.
b. Credit information sources.
c. Demonstrate the ability to work collaboratively with diverse teams.
d. Anticipate and address alternative or opposing perspectives and counterclaims.
e. Evaluate the various techniques used to construct arguments in multimodal presentations.
f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
g. Critique effectiveness of multimodal presentations.

National MBAResearch Standards-Business Administration
Apply active listening skills to demonstrate understanding of what is being said.

Participate in career planning to enhance job-success potential.

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**Task Number 023**

**Demonstrate professional communication etiquette.**

**Definition**

Demonstration should include how to

- answer the telephone
- respond to guests' inquiries
- conclude a telephone conversation
- take telephone messages
- leave and retrieve voice mail messages
- appropriately use mobile devices, social media, and texting for business
- send and receive work-related email.

**Process/Skill Questions**

- How should one handle a phone inquiry?
- How should one handle customer complaints over the telephone?
- What are the most important pieces of information to obtain when taking a phone message?
- Why should the use of personal communication devices be limited on the job?
- When is it acceptable to use personal communication devices on the job?
- What is the protocol for conducting professional business through social media?
- How long is it acceptable to leave a person on hold before checking back in with them?
- Why is one's phone presence just as important as one's in-person presence?

**Related Standards of Learning**

**History and Social Science**

**GOVT.16**

The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

- exercising personal character traits such as trustworthiness, responsibility, and honesty;
b. obeying the law and paying taxes;
c. serving as a juror;
d. participating in the political process and voting in local, state, and national elections;
e. performing public service;
f. keeping informed about current issues;
g. respecting differing opinions and the rights of others;
h. practicing personal and fiscal responsibility;
i. demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
j. practicing patriotism.

English

11.1
The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

a. Select and effectively use multimodal tools to design and develop presentation content.
b. Credit information sources.
c. Demonstrate the ability to work collaboratively with diverse teams.
d. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
f. Anticipate and address alternative or opposing perspectives and counterclaims.
g. Evaluate the various techniques used to construct arguments in multimodal presentations.
h. Use vocabulary appropriate to the topic, audience, and purpose.
i. Evaluate effectiveness of multimodal presentations.

11.6
The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
c. Organize claims, counterclaims, and evidence in a sustained and logical sequence.
d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
e. Use words, phrases, clauses, and varied syntax to create a cohesive argument.
f. Blend multiple forms of writing including embedding narratives to produce effective essays.
g. Revise writing for clarity of content, accuracy and depth of information.
h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

12.1
The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

a. Select and effectively use multimodal tools to design and develop presentation content.
b. Credit information sources.
c. Demonstrate the ability to work collaboratively with diverse teams.
d. Anticipate and address alternative or opposing perspectives and counterclaims.
e. Evaluate the various techniques used to construct arguments in multimodal presentations.
f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
g. Critique effectiveness of multimodal presentations.

12.6
The student will write in a variety of forms to include persuasive/argumentative reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
b. Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
c. Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
d. Blend multiple forms of writing including embedding a narrative to produce effective essays.
e. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
f. Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
g. Revise writing for clarity of content, depth of information, and technique of presentation.
h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.
i. Write to clearly describe personal qualifications for potential occupational or educational opportunities.
Task Number 024

Explain the process for handling different types of communication in the lodging industry.

Definition

Explanation should include the procedures for receiving, storing, and delivering sensitive and confidential information and telephone, mail, email, social media, and text messages to guests and employees.

Process/Skill Questions

- What are the privacy considerations when handling guest messages and mail?
- What are the procedures for handling urgent messages?
- What is the procedure for handling inquiries from outside, non-guest sources?

Related Standards of Learning

History and Social Science

GOVT.16

The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

a. exercising personal character traits such as trustworthiness, responsibility, and honesty;
b. obeying the law and paying taxes;
c. serving as a juror;
d. participating in the political process and voting in local, state, and national elections;
e. performing public service;
f. keeping informed about current issues;
g. respecting differing opinions and the rights of others;

h. practicing personal and fiscal responsibility;

i. demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and

j. practicing patriotism.

**English**

**11.5**
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

1. Apply information from texts to clarify understanding of concepts.
2. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
3. Analyze technical writing for clarity.
4. Paraphrase and synthesize ideas within and between texts.
5. Draw conclusions and make inferences on explicit and implied information using textual support.
6. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
7. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
8. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
9. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

**12.5**
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

1. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
2. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
3. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
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5. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

**National MBA Research Standards-Business Administration**

Apply verbal skills to obtain and convey information.
Examining Marketing and Public Relations Functions in the Lodging Industry

Task Number 025

Describe the relationships among marketing, sales, and operations in the lodging industry.

Definition

Description should identify the roles and responsibilities of

- director of marketing and sales
- operations staff
- events and sales manager
- national account salespeople
- group sales representative
- general manager.

Process/Skill Questions

- What is the difference between marketing and sales?
- What are the organizational functions of sales and marketing?
- What is the relationship between sales and marketing and advertising and public relations?
- Why is it important to integrate marketing efforts across the organization?
- What are the principal roles of marketing, sales, and operations? How are their roles integrated to build brand value?
- What can happen if these departments fail to communicate with one another?
- What is integrated marketing communication? How can it benefit the lodging?
- When and why would advertising or marketing be outsourced?
- How is marketing managed in large corporations and chains?
Related Standards of Learning

English

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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

Task Number 026
Explain the benefits of market research and planning.

Definition

Explanation should include benefits such as

- increased revenue
- controlled expenditures
- measure of supply and demand
- improved customer service
- product development
- employee retention
- economic returns for the community.

Process/Skill Questions

- What information might an existing full-service lodging want about a new limited-service lodging opening in its area?
- What effect does a property analysis have on marketing strategies?
- How can participation in community organizations help with obtaining market research information?
- How does research inform advertising and sales planning?
- How might information about local lodging failures be beneficial?
- What industries should the marketing team contact to build business in an area?
- Why should a marketing team reach out to local universities for market research purposes?

Related Standards of Learning

English

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

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  c. Analyze technical writing for clarity.
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   a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

   b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.

   c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

   d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

   e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Common Career Technical Core

MK2
Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

National MBA Research Standards-Marketing

Understand marketing-research activities to show command of their nature and scope.

Task Number 027

Describe primary and secondary research methods and their value.

Definition

Description should include primary methods such as guest surveys, client response forms, online post-stay guest surveys, and competitive analysis and secondary methods such as local economic development statistics, industry trend reports (e.g., travel information from Travel Industry Association [TIA], American Hotel and Lodging Association [AHLA]), and franchise reports.
Process/Skill Questions

- What are some problems associated with employees gathering primary research information?
- How are secondary resources identified?
- How might a lodging's operation or marketing strategy be adjusted, based on a review of primary or secondary research?
- What are some popular online guest survey services?
- How should lodging staff follow up with guests who complete comment cards?
- Why is it important to follow industry trend reports?
- What are some reasons for using a combination of primary and secondary data?
- What is the measurable data found in primary vs. secondary data?

Related Standards of Learning

Mathematics

AFDA.8
The student will design and conduct an experiment/survey. Key concepts include

a. sample size;
 b. sampling technique;
 c. controlling sources of bias and experimental error;
 d. data collection; and
 e. data analysis and reporting.

PS.1*
The student will analyze graphical displays of univariate data, including dotplots, stemplots, boxplots, cumulative frequency graphs, and histograms, to identify and describe patterns and departures from patterns, using central tendency, spread, clusters, gaps, and outliers.

PS.2*
The student will analyze numerical characteristics of univariate data sets to describe patterns and departures from patterns, using mean, median, mode, variance, standard deviation, interquartile range, range, and outliers.

PS.7*
The student, using two-way tables and other graphical displays, will analyze categorical data to describe patterns and departures from patterns and to determine marginal frequency and relative frequencies, including conditional frequencies.

PS.8*
The student will describe the methods of data collection in a census, sample survey, experiment, and observational study and identify an appropriate method of solution for a given problem setting.

PS.9*
The student will plan and conduct a survey. The plan will address sampling techniques and methods to reduce bias.
History and Social Science

GOVT.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a. planning inquiries by synthesizing information from diverse primary and secondary sources;
b. analyzing how political and economic trends influence public policy, using demographic information and other data sources;
c. comparing and contrasting historical, cultural, economic, and political perspectives;
d. evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
e. constructing informed, analytic arguments using evidence from multiple sources to introduce and support substantive and significant claims;
f. explaining how cause-and-effect relationships impact political and economic events;
g. taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
h. using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
i. applying civic virtues and democratic principles to make collaborative decisions; and
j. communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

WHII.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a. synthesizing evidence from artifacts and primary and secondary sources to obtain information about events and life in world history;
b. using geographic information to determine patterns and trends in world history;
c. interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;
d. evaluating sources for accuracy, credibility, bias, and propaganda;
e. comparing and contrasting historical, cultural, economic, and political perspectives in world history;
f. explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;
g. analyzing multiple connections across time and place;
h. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
i. identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and
j. investigating and researching to develop products orally and in writing.

**English**

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

**National MBA Research Standards-Marketing**

Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.
Task Number 028

Identify the elements of a property analysis.

Definition

Identification should include

- type of property
- size
- room types
- meeting space
- property amenities
- location
- travel patterns
- seasonality
- affiliation
- in-room amenities
- demographics
- geographics
- area attractions
- community support services
- staffing
- services
- strengths/weaknesses/opportunities/threats (SWOT) analysis.

Process/Skill Questions

- What effect would a next-door recreational center have on a lodging that does not have an exercise room?
- What significance does affiliation (franchise) have on property analysis? On a lodging's marketing strategy?
- What parts of a property analysis may be delegated to employees?
- How often should a property analysis be conducted? Why?
- What is market share, and how is it determined?
- How important is community support to the success of a lodging?
- What events should marketing managers attend to build marketing shares in a region?

Related Standards of Learning

History and Social Science

GOVT.1
The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a. planning inquiries by synthesizing information from diverse primary and secondary sources;
b. analyzing how political and economic trends influence public policy, using demographic information and other data sources;
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g. taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
h. using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
i. applying civic virtues and democratic principles to make collaborative decisions; and
j. communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

GOVT.12

The student will apply social science skills to understand the role of the United States in a changing world by

a. describing the responsibilities of the national government for foreign policy and national security;
b. assessing the role of national interest in shaping foreign policy and promoting world peace; and
c. examining the relationship of Virginia and the United States to the global economy, including trends in international trade.

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

a. describing the provision of government goods and services that are not readily produced by the market;
b. describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and
enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
c. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
d. analyzing how Congress can use fiscal policy to stabilize the economy;
e. describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy; and
f. evaluating the trade-offs in government decisions.

VUS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a. synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;
b. using geographic information to determine patterns and trends in Virginia and United States history;
c. interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
d. constructing arguments, using evidence from multiple sources;
e. comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
f. explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
g. analyzing multiple connections across time and place;
h. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
i. identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
j. investigating and researching to develop products orally and in writing.

VUS.14

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

a. assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
b. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);
c. evaluating the evolving and changing role of government, including its role in the American economy; and
d. explaining scientific and technological changes and evaluating their impact on American culture

WG.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments;
b. using geographic information to determine patterns and trends to understand world regions;
c. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions;
d. evaluating sources for accuracy, credibility, bias, and propaganda;
e. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives;
f. explaining indirect cause-and-effect relationships to understand geospatial connections;
g. analyzing multiple connections across time and place;
h. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
i. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
j. investigating and researching to develop products orally and in writing.

WG.15

The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by

a. determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors and
b. determining how human migration and cultural diffusion influence the current human characteristics of places and regions.

WG.16

The student will apply social science skills to analyze the patterns of urban development by

a. applying the concepts of site and situation to major cities in each region;
b. explaining how the functions of towns and cities have changed over time; and

c. describing the unique influence of urban areas and challenges they face.
WG.17

The student will apply social science skills to analyze the impact of globalization by

a. identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;
b. describing ways that economic and social interactions change over time; and
c. mapping, describing, and evaluating economic unions.

WHII.14

The student will apply social science skills to understand the global changes during the early twenty-first century by

a. identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;
b. assessing the link between economic and political freedom;
c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and
d. analyzing the increasing impact of terrorism.

English

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National MBA Research Standards - Marketing

Understand data-collection methods to evaluate their appropriateness for the research problem/issue.

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Task Number 029

Examine market segments within the lodging industry.

Definition

Examination should consider the criteria used to determine the viability of targeting various market segments such as

- business travelers
- transient travelers
- leisure travelers
- social, military, education, religious, and fraternal (SMERF) travelers
- seasonal travelers
- lodging tiers.

Process/Skill Questions

- Why is segmentation important for effective marketing?
- What are the benefits and limitations of market segmentation?
- How is segmentation used to target key publics?
- Why should marketing messages vary by audience?
- What are ways to reach these travelers and their events?
- Why is it important to focus on individual and group travel?

Related Standards of Learning
English

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

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National MBAResearch Standards-Marketing

Select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).

Task Number 030
Differentiate among the revenue generators.

Definition

Differentiation should include ways that hotel properties can generate additional revenue, such as:

- Focusing on customer satisfaction
- Offering a better booking experience than the competition
- Asking guests if they need an upgrade
- Selling hotel products
- Adding or enhancing cuisine options
- Selling entertainment and event organization tickets (i.e., concerts, and special occasions in the area)
- Promoting through social media marketing
- Investing in automated upselling software
- Adding or enhancing recreational activities (i.e., spa, gym, wellness center)
- Adding transportation amenities
- Adding a kid's recreation center
- Considering pet services

Hotels should also incorporate measures of effectiveness, such as percentage of targets reached and market buying income.

Process/Skill Questions

- Why would various lodgings have different promotional mixes?
- How and when is each of the four types of promotion used?
- Why is it important to target specific audiences in advertising?
- What is the procedure for selecting media to reach a specific audience? What elements of an ad can be used to target a specific audience?
- How often should media effectiveness be reviewed?
- What are some common purposes of public relations campaigns?
- Why is there a demand for revenue generator indicators in the lodging industry?

Related Standards of Learning

English

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Common Career Technical Core

MK8
Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

MK9
Communicate information about products, services, images and/or ideas to achieve a desired outcome.

National MBA Research Standards-Marketing

Acquire a foundational knowledge of promotion to understand its nature and scope.

Understand promotional channels used to communicate with targeted audiences.

Understand the use of an advertisement's components to communicate with targeted audiences.
Understand the use of public-relations activities to communicate with targeted audiences.

Task Number 031

Analyze market segments and the marketing mix to increase market share.

Definition

Analysis should include

- examining the needs of market segments such as
  - corporations
  - government
  - SMERF
  - associations
  - tour groups
  - leisure travelers
- identifying the marketing mix, based on the lodging's evaluation of potential income from each segment
- determining the seasonality of each segment
- identifying niche markets, based on trends and local attractions.

Process/Skill Questions

- How do the buying decisions of a corporate traveler differ from those of a leisure traveler?
- How is the concept of right rate, right time explained?
- How does the marketing mix affect revenue per available room (RevPar)?
- How do shifts in the marketing mix affect a lodging’s revenue potential?
- Why is it important to track actual room pick-up for groups, corporate travelers, and leisure travelers?
- How does the marketing mix differ within each market segment?
- What rates are corporate, government, and SMERF markets willing to pay?
- Who in the company is responsible for adjusting rates and attracting and maintaining a client base?
- How are market shares maintained? How does a market share grow?

Related Standards of Learning

History and Social Science
The student will apply social science skills to understand the role of government in the Virginia and United States economies by

a. describing the provision of government goods and services that are not readily produced by the market;
b. describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
c. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
d. analyzing how Congress can use fiscal policy to stabilize the economy;
e. describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy; and
f. evaluating the trade-offs in government decisions.

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
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**Common Career Technical Core**

**MK8**
Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

**National MBAResearch Standards-Marketing**

Employ product-mix strategies to meet customer expectations.

Select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).

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**Task Number 032**

**Identify the marketing functions and their roles in the lodging industry.**

**Definition**

Identification should include the definition of *marketing* and how each marketing function (i.e., distribution, finance, marketing information management, price, product/service management, promotion, sales) relates to the lodging industry.

**Process/Skill Questions**

- How do marketing functions within the hospitality industry differ from those of other industries?
- How does distribution in the hospitality industry differ from distribution of tangible products? How are they similar?
- What role does the Internet play in the functions of marketing?
- What role does social media play in the function of marketing?
- Who oversees the marking functions on a day-to-day basis in the lodging industry?
Related Standards of Learning

History and Social Science

GOVT.15

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National MBA Research Standards-Business Administration

Understand marketing's role and function in business to facilitate economic exchanges with customers.

Task Number 033

Analyze the role of digital marketing in the lodging industry.

Definition

Analysis should detail how digital marketing drives the industry to

- increase guest loyalty
- attract new guests
- offer special rates and promotions
- present virtual tours of the property
- link with hospitality search engines
- encourage guests to place reservations and special requests through a secure site
- communicate specials to fill off-peak stays
- distinguish their property from the competition.

Process/Skill Questions

- How has the Internet changed the way consumers select lodgings?
- How can a lodging attract guests through its website?
- What are the benefits of a social media marketing program?
- How is an ongoing social media program planned?
- What are some disadvantages of an online reservation system?
- How can digital marketing be used to increase guest loyalty?
• What are the drawbacks to digital marketing?
• How will digital marketing drive the future of the business?

Related Standards of Learning

History and Social Science

GOVT.9

The student will apply social science skills to understand the process by which public policy is made by

a. defining public policy and determining how to differentiate public and private action;
b. examining different perspectives on the role of government;
c. describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965;
d. describing how the state and local governments influence the public agenda and shape public policy;
e. investigating and evaluating the process by which policy is implemented by the bureaucracy at each level;
f. analyzing how the incentives of individuals, interest groups, and the media influence public policy; and

g. devising a course of action to address local and/or state issues.

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

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b. describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
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Examining Human Resources and Supervisory Functions
Task Number 034

Identify the role of the human resources department.

Definition

Identification should include the duties for which a human resources department is responsible, including

- maintaining high morale among associates
- establishing and maintaining the corporate culture
- assisting in recruitment and retention
- providing team building activities
- monitoring employee relations
- managing employee benefits
- overseeing training efforts
- handling foreign language issues
- enforcing inclusion and harassment policies
- conducting orientation for new employees
- overseeing workplace safety and security and risk management
- verifying employment.

Process/Skill Questions

- What role does the human resources director play in the hiring process?
- What team-building activities might a human resources director initiate?
- How have unions changed the role of the human resources director?
- How does the human resources department implement anti-discrimination and anti-harassment policies?
- What are the human resources department’s responsibilities to employees who need help with English language skills?
- What training opportunities can a human resources department provide employees?
- What are the benefits of a new employee orientation program?
- How has legislation changed the role of the human resources director?
- What are ways to improve employee retention?
- What are some ways human resource managers may be more equipped to handle non-English speaking employees?
- What are some things that the human resource manager should look for when verifying employment?

Related Standards of Learning

English

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National MBA Research Standards-Business Administration

Manage staff growth and development to increase productivity and employee satisfaction.

Resolve staff issues/problems to enhance productivity and improve employee relationships.

Staff a business unit to satisfy work demands while adhering to budget constraints.

Understand the role and function of human resources management to obtain a foundational knowledge of its nature and scope.
Task Number 035

Describe the responsibilities of a supervisor.

Definition

Description should include

- responsibilities common to supervisory positions throughout the lodging industry
- characteristics of successful supervisors (e.g., strong organizational skills, human relations skills, leadership and supervisory skills)
- analysis of the advantages and disadvantages of holding a supervisory position
- analysis of the legal issues that might occur when holding a supervisory position.

Process/Skill Questions

- What are advantages and disadvantages of holding a supervisory position?
- What is the difference between a manager and a supervisor?
- Why must a successful supervisor be people-oriented?
- How does poor supervision affect employees?
- What is a supervisor’s role in handling discrimination and harassment complaints?
- What role does a supervisor have in employee training?
- How can a supervisor establish trust with employees?

Related Standards of Learning

English

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National MBAResearch Standards-Business Administration

Employ leadership skills to achieve workplace objectives.

Manage staff growth and development to increase productivity and employee satisfaction.

Task Number 036

Examine methods for recruiting and retaining employees.

Definition

Examination should focus on

- turnover issues (e.g., the cost of hiring and training new employees)
- promotions from within
- internal vs. external recruiting
- incentive programs designed to retain employees
- incentive programs that encourage current employees to recommend recruits.

Process/Skill Questions

- What costs are involved in the hiring and training of employees?
- What are some sources of external recruiting?
- What are the advantages and disadvantages of hiring from within?
- What employee incentives might be used to promote recruitment?
How can proper training help to reduce turnover?
What employee incentives might be used to retain employees?
When is it appropriate to contact a competitor’s employees?
When should former employees be considered for rehire?

**Related Standards of Learning**

**English**

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**National MBA Research Standards-Business Administration**

Manage staff growth and development to increase productivity and employee satisfaction.
Staff a business unit to satisfy work demands while adhering to budget constraints.

Task Number 037

Explain the hiring and dismissal processes in the lodging industry.

Definition

Explanation should include

- employing, developing, and maintaining the best possible staff
- filling any vacancies and dismissing employees in a professional manner
- rotating personnel within a department when vacancies occur to achieve maximum benefit
- describing the progressive discipline process (i.e., verbal warning, first written warning, subsequent written warnings, and termination)
- describing due process in dismissing employees
- complying with state and federal hiring laws governing how to handle grievances related to hiring and dismissals
- maintaining employment forms (e.g., W9, food handlers’ permits).

Process/Skill Questions

- What are questions that supervisors may be asked when a vacancy occurs?
- What are some questions that are illegal to ask a job candidate?
- How do behavioral interviews assist in the hiring process?
- Why is due process important in the dismissal of an employee?
- What situations allow immediate dismissal of an employee?
- What situations may require employee counseling?
- What is the role of the Equal Employment Opportunity Commission (EEOC) in enforcing hiring laws?
- What should a company do once they have put an employee on probation?
- What happens when an employee threatens a lawsuit after being terminated without just cause?

Related Standards of Learning

English

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National MBAResearch Standards-Business Administration

Staff a business unit to satisfy work demands while adhering to budget constraints.

Understand human-resource laws and regulations to facilitate business operations.

Task Number 038

Describe methods for motivating employees.
Definition

Description should include

- creating a positive atmosphere in the workplace
- communicating fairly
- recognizing employees who excel at performance standards
- empowering employees
- implementing an employee-feedback model
- following established discipline procedures
- demonstrating a positive attitude toward one's job and employees
- serving as a role model for all employees.

Process/Skill Questions

- How does a positive workplace environment enhance employees' performance?
- How does being a positive role model set the tone and contribute to employee morale and motivation?
- How do company-wide incentive programs motivate employees?
- How can a supervisor identify what motivates an employee?
- What are the challenges of motivating employees from varying generations or cultural backgrounds?
- What is the relationship between motivation and employee morale?
- How often should performance evaluations be conducted?
- How can an employee play a role in the evaluation process?

Related Standards of Learning

English

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National MBA Research Standards-Business Administration

Implement organizational skills to facilitate others' work efforts.

Manage staff growth and development to increase productivity and employee satisfaction.

Task Number 039

Demonstrate the steps of conducting an employee evaluation.

Definition

Demonstration should include

- following evaluation guidelines
- following an established schedule
- communicating privately with an employee in a non-threatening environment
- providing an opportunity to strengthen employee relationships that benefit both the employee and the organization
- helping the employee in his/her progression toward career goals by including measurable action plans agreed to by supervisor and employee.

Process/Skill Questions
• Why should the owner of a small lodging initiate a formal evaluation system?
• How can budget constraints influence evaluations?
• What is the importance of informal evaluations taking place between formal, scheduled evaluations?
• What steps might be taken when an evaluation determines that an employee is not a good fit for the position?
• Why should an employee and a supervisor work together to establish goals during the evaluation process?
• What role does the written job description play in the evaluation process?
• What type of training should the company offer to an employee who wants to grow in the organization?

Related Standards of Learning

English

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National MBAResearch Standards-Business Administration

Communicate with staff to clarify workplace objectives.

Manage staff growth and development to increase productivity and employee satisfaction.

Examining Sales Functions in the Lodging Industry

Task Number 040

Demonstrate the steps of the selling process.

Definition

Demonstration should include

- building rapport
- approaching the customer
- determining the customer's wants and needs
- presenting product or service features as customer benefits
- answering the customer's objections
- closing the sale
- preparing the contract (including information for attrition, performance benchmarks, deposit, cancellation, indemnification, authorization to sign, concessions, spacing needs, cutoff dates, reservation process, payment terms)
- using suggestive selling
- strategies.

Process/Skill Questions

- Why is it important to be familiar with the lodging's current offerings and services?
• What are the differences between selling services and selling tangible products?
• Why should a salesperson attempt to build relationships with guests?
• What are some ways to tell when a customer is ready to close the sale?
• How can feature-and-benefit selling be used to market a lodging property?
• What products/services should be included in a sales presentation for group business?
• What pre-sell information is needed to prepare a group contract?
• How does a salesperson know when to prepare a contract?
• What type of things are negotiable in a contract?

Related Standards of Learning

English

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Common Career Technical Core

HT3
Demonstrate hospitality and tourism customer service skills that meet customers’ needs.

National MBAResearch Standards-Business Administration

Apply active listening skills to demonstrate understanding of what is being said.

Apply verbal skills to obtain and convey information.

National MBAResearch Standards-Marketing

Acquire a foundational knowledge of selling to understand its nature and scope.

Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

Task Number 041

Identify sources for potential sales leads.

Definition

Identification should include sources such as

- telemarketing
- personal leads
- referrals
- association directories
- community and business networking.

Process/Skill Questions

- Why is it important for lodging personnel to practice assertive behavior in sales?
- What effect does cultivating sales leads have on a lodging's success, profitability, and staffing?
- How can developing a rapport with current guests bring about new business?
- What are the advantages and disadvantages of cold calling?

Related Standards of Learning
English

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National MBAResearch Standards-Marketing

Acquire a foundational knowledge of selling to understand its nature and scope.

Task Number 042

Demonstrate negotiating skills.
Definition

Demonstrate may include the following skills, which can be used to secure business and maximize revenues:

- Speaking to define one's position
- Listening to other positions
- Showing respect
- Being willing to compromise
- Handling objections
- Listening for real needs
- Closing the sale.

Process/Skill Questions

- What sales techniques can be used to increase lodging revenue?
- How does upselling a new item, amenity, or service help maximize revenue?
- What factors should be considered when analyzing the value of a group lead?
- How does negotiating help build client rapport and trust?
- How can knowledge of the competition help in the negotiation process?
- At what point should an employee reach a compromise when trying to close a sale with a challenging customer?

Related Standards of Learning

English

11.1
The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

a. Select and effectively use multimodal tools to design and develop presentation content.
b. Credit information sources.
c. Demonstrate the ability to work collaboratively with diverse teams.
d. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
f. Anticipate and address alternative or opposing perspectives and counterclaims.
g. Evaluate the various techniques used to construct arguments in multimodal presentations.
h. Use vocabulary appropriate to the topic, audience, and purpose.
i. Evaluate effectiveness of multimodal presentations.

12.1
The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

a. Select and effectively use multimodal tools to design and develop presentation content.
b. Credit information sources.
c. Demonstrate the ability to work collaboratively with diverse teams.
d. Anticipate and address alternative or opposing perspectives and counterclaims.
e. Evaluate the various techniques used to construct arguments in multimodal presentations.
f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
g. Critique effectiveness of multimodal presentations.

**Common Career Technical Core**

**MK4**
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

**National MBAResearch Standards-Marketing**

Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

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**Task Number 043**

**Analyze typical ways clients select a lodging.**

**Definition**

Analysis should include

- media advertising/promotions
- lodging websites
- online reservation/bidding sites
- site visits
- conference and event space facilities
- amenities (e.g., business center, high-speed Internet, pool and fitness facilities)
- referrals
- personal relationships
- online reviews
- repeat guests.
Process/Skill Questions

- Why is it critical to present a consistent media message to consumers?
- What are the advantages of having up-to-date lodging amenities?
- How does word-of-mouth advertising benefit lodging facilities? How can it harm a lodging?
- What are the advantages of hosting site visits with meeting planners and tour guides?
- Why is it important to monitor online reviews? How should lodging staff monitor and respond to online reviews?
- What other factors figure into selecting a lodging property?
- What are the benefits of having a personal relationship with repeat customers?

Related Standards of Learning

English

11.2
The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

   a. Describe possible cause and effect relationships between mass media coverage and public opinion trends.
   b. Create media messages with a specific point of view.
   c. Evaluate media sources for relationships between intent and content.
   d. Analyze the impact of selected media formats on meaning.
   e. Determine the author’s purpose and intended effect on the audience for media messages.
   f. Manage, analyze, and synthesize multiple streams of simultaneous information.
   g. Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

   a. Apply information from texts to clarify understanding of concepts.
   b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
   c. Analyze technical writing for clarity.
   d. Paraphrase and synthesize ideas within and between texts.
   e. Draw conclusions and make inferences on explicit and implied information using textual support.
   f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
   g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.2
The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

a. Describe possible cause and effect relationships between mass media coverage and public opinion trends.
b. Evaluate media sources for relationships between intent and factual content.
c. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
d. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
e. Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
f. Manage, analyze, and synthesize multiple streams of simultaneous information.
g. Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Common Career Technical Core

MK10
Use marketing strategies and processes to determine and meet client needs and wants.

National MBA Research Standards-Marketing

Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.
Task Number 044

Describe tools for conducting follow-up with guests.

Definition

Descriptions should be given for the following tools:

- Meeting planner survey
- Customer-service survey
- Sales call
- Review of the final bill
- Rebooking
- Thank-you letter.

Process/Skill Questions

- When should a meeting planner’s survey be sent? Why?
- Why is reviewing the final bill considered part of the sales process?
- Why is a mailed thank-you letter more effective than an email or a phone call?
- What are the benefits of discovering client issues prior to an event’s conclusion?
- How can a meeting planner increase survey response rates?
- What is the purpose of a customer-service survey, and when should it be used?
- What strategies can be made to increase revenue for the next booking?
- What steps are most vital when reaching out to a customer to complete a survey after service?

Related Standards of Learning

Mathematics

AFDA.8
The student will design and conduct an experiment/survey. Key concepts include

a. sample size;
   b. sampling technique;
   c. controlling sources of bias and experimental error;
   d. data collection; and
   e. data analysis and reporting.

PS.7*
The student, using two-way tables and other graphical displays, will analyze categorical data to describe patterns and departures from patterns and to determine marginal frequency and relative frequencies, including conditional frequencies.

**PS.8***
The student will describe the methods of data collection in a census, sample survey, experiment, and observational study and identify an appropriate method of solution for a given problem setting.

**PS.9***
The student will plan and conduct a survey. The plan will address sampling techniques and methods to reduce bias.

**English**

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Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

National MBA Research Standards-Marketing

Develop data-collection instruments to facilitate data-collection process.

Examining Lodging Front-office Functions

Task Number 045
Describe the organizational structure of the front office.

Definition

Description should include

- reservations
- front desk
- guest services
  - concierge
  - doorman
  - bellhop
  - security officer
  - accountant
  - maintenance person
  - valet parking attendant.

Process/Skill Questions

- What are the primary responsibilities of each front-office department?
- How do the service skills of front-office personnel influence a guest's impression of the lodging?
- What is the relationship between reservations and the sales department? Between the front desk and housekeeping?
• How does keeping front desk turnover low build repeat business?
• What type of driving record should valet parking attendants maintain?
• What skills are needed to become an accountant?
• How many accountants does a small property have and how many does a large property have?

Related Standards of Learning

English

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   c. Analyze technical writing for clarity.
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   e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.
Task Number 046

Define the role and responsibilities of the guest-services agent.

Definition

Definition should include

- providing exemplary guest service (e.g., workplace readiness skills)
- balancing cash
- posting and adjusting folios
- following non-automated cash-handling procedures
- adhering to federal, state, and company policies, including the Americans with Disabilities Act (ADA)
- generating reports
- using a property management system (PMS).

Process/Skill Questions

- Why is it important for a guest services agent to make a positive first impression on a guest?
- Why does a guest-services agent need high ethical standards?
- What level of authority does a guest-services agent have in resolving guest complaints?
- How is the guest cycle completed and restarted at checkout?
- Why should guest service representatives be trained in sales?
- Why is the front office sometimes called the heart of the lodging?
- How can staff ensure that they are meeting ADA regulations needs?
- Where is the property management department located at a lodging facility?

Related Standards of Learning

English

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a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

National MBAResearch Standards-Business Administration

Understand the nature of customer relationship management to show its contributions to a company.

Task Number 047

Explain the need for accommodations for guests with disabilities.

Definition
Explanation should include

- the purpose of the ADA
- the steps a lodging should take to ensure it is accessible
- procedures for evacuating disabled guests in case of emergency.

**Process/Skill Questions**

- What constitutes a disability?
- How are rooms equipped for guests with special needs?
- How does the front-desk staff identify guests with special needs?
- What ways can a hotel assist guests with special needs if an evacuation occurs?

**Related Standards of Learning**

**History and Social Science**

**GOVT.11**

The student will apply social science skills to understand civil liberties and civil rights by

a. examining the Bill of Rights, with emphasis on First Amendment freedoms;
b. analyzing due process of law expressed in the Fifth and Fourteenth Amendments;
c. explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;
d. investigating and evaluating the balance between individual liberties and the public interest; and
e. examining how civil liberties and civil rights are protected under the law.

**GOVT.16**

The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

a. exercising personal character traits such as trustworthiness, responsibility, and honesty;
b. obeying the law and paying taxes;
c. serving as a juror;
d. participating in the political process and voting in local, state, and national elections;
e. performing public service;
f. keeping informed about current issues;
g. respecting differing opinions and the rights of others;
h. practicing personal and fiscal responsibility;
i. demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
j. practicing patriotism.

VUS.13

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

a. explaining the factors that led to United States expansion;
b. evaluating and explaining the impact of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;
c. explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;
d. analyzing changes in immigration policy and the impact of increased immigration;
e. evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;
f. explaining how scientific and technological advances altered American lives; and
g. evaluating and explaining the changes that occurred in American culture.

English

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

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   e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Common Career Technical Core

HT5
Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

National MBAResearch Standards-Business Administration

Resolve conflicts with/for customers to encourage repeat business.

National MBAResearch Standards-Marketing

Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

Task Number 048

Explain the importance of agent-guest dialogue before, during, and after check-in.

Definition

Explanation should state the reasons for

   • following training procedures and brand standards for greeting and interacting with guests
   • practicing workplace readiness skills
• listing lodging amenities and services
• listing hours of operation for different departments
• providing directions to the guest's room
• describing restaurants and attractions near the property
• providing directions to local destinations and suggested modes of transportation
• providing parking instructions.

Process/Skill Questions

• What is the purpose of dialogue with guests as they check in?
• What are examples of popular lodging amenities offered to guests?
• What are questions that one could ask to determine guests' interests in area attractions?
• How can a lodging employee create a special experience for a guest after having a dialogue?
• What questions should the guest-services agent ask guests during departure the checkout process?
• What position in the front office would assist with answering guest inquiries (i.e., providing suggestions for reservations to restaurants, attractions, rental cars)?

Related Standards of Learning

History and Social Science

GOVT.16

The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

   a. exercising personal character traits such as trustworthiness, responsibility, and honesty;
   b. obeying the law and paying taxes;
   c. serving as a juror;
   d. participating in the political process and voting in local, state, and national elections;
   e. performing public service;
   f. keeping informed about current issues;
   g. respecting differing opinions and the rights of others;
   h. practicing personal and fiscal responsibility;
   i. demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
   j. practicing patriotism.

English

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
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c. Analyze technical writing for clarity.
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h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.7
The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a. Use complex sentence structure to infuse sentence variety in writing.
b. Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
c. Distinguish between active and passive voice.

11.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

12.7
The student will self- and peer-edit writing for Standard English.

a. Use complex sentence structure to infuse sentence variety in writing.
b. Edit, proofread, and prepare writing for intended audience and purpose.
c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

12.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

a. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
c. Critically evaluate the accuracy, quality, and validity of the information.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

National MBA Research Standards-Business Administration

Apply active listening skills to demonstrate understanding of what is being said.

Apply verbal skills to obtain and convey information.

Resolve conflicts with/for customers to encourage repeat business.
National MBAResearch Standards-Marketing

Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

Foster positive relationships with customers to enhance sales.

Task Number 049

Describe how technology can enhance the check-in and checkout experience.

Definition

Description should include

- basic office equipment
- check-in kiosks
- customer relationship management (CRM) technology (e.g., logging individual guest's problems/needs, preferences)
- express check-in and express checkout
- digital check-in and checkout.

Process/Skill Questions

- What are the advantages and disadvantages of using check-in kiosks?
- What problems can result if registration technology fails?
- How can the use of CRM technology improve guest satisfaction? What are negative effects that can result from the use of CRM technology?
- What basic office equipment does a front office require?

Related Standards of Learning

English

11.5

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   a. Apply information from texts to clarify understanding of concepts.
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c. Analyze technical writing for clarity.

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e. Draw conclusions and make inferences on explicit and implied information using textual support.

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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

National MBAResearch Standards-Business Administration

Understand the nature of customer relationship management to show its contributions to a company.

Task Number 050

Examine incentive programs for frequent guests.

Definition

Examination should include

- rate incentives
• amenity incentives
• service incentives
• national and property-specific incentives
• bundling with other vendors
• frequent traveler programs.

Process/Skill Questions

• What are some typical guest-incentive programs?
• Why are incentive programs established for frequent guests?
• What other companies are included in combining points from travel and tourism activities?
• What are blackout dates?
• What are service incentives?
• When should frequent travelers be allowed to use points to obtain extra discounts?

Related Standards of Learning

English

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
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Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

National MBAResearch Standards-Business Administration

Foster positive relationships with customers to enhance company image.

National MBAResearch Standards-Marketing

Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

Task Number 051

Compare types of reservations and the information required to process them.

Definition

Comparison should include guaranteed and non-guaranteed reservations (both transient and group) made through a central reservations office, an OTA, third party, and the lodging’s front office. Required information includes

- name
- address
- phone number
- email address
- number of guests
- length of stay
• guests' needs and preferences (e.g., special accommodations, smoking/nonsmoking)
• payment information.

Process/Skill Questions

• What are some reservation types?
• Why is it important to provide confirmation information to guests?
• What are the steps for processing a room reservation?
• Why is it important to collect accurate guest information when processing a room reservation request?
• What are the consequences of incorrectly processing a reservation?
• What can happen if guests' preferences (e.g., nonsmoking room) are not available at check-in?
• What is the explanation for varying rates for the same room, particularly from third-party sites?
• What information is never stated out loud when a guest is checking in with a reservation?
• What is the maximum number of people allowed in a two-bed guestroom?
• How can a non-guaranteed reservation be held without releasing the room?

Related Standards of Learning

English

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

   a. Apply information from texts to clarify understanding of concepts.
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Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

Task Number 052

Describe the relationship between the night audit and front-office operations.

Definition

Description should define night audit and discuss related procedures that are required of the front office.

Process/Skill Questions

- Who performs the night audit?
- What final reports does the night audit generate? How are they used?
- How is the night audit data used to solve problems and generate business?
- When is a night audit completed?
- How do other departments use the night audit?
- What is posted by the auditor?
- What skills are required of a night auditor?
- What is a typical work shift for a night audit?
- Which type of lodging facilities typically offer a night audit position?

Related Standards of Learning

English
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

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f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

National MBAResearch Standards-Business Administration

Record information to maintain and present a report of business activity.

Write internal and external business correspondence to convey and obtain information effectively.

Examining Housekeeping Functions
Task Number 053

Describe the responsibilities of the housekeeping team.

Definition

Description should include the job duties of the

- laundry attendant
- room attendant
- room inspectors
- public space attendant
- executive housekeeper.

Process/Skill Questions

- What is the main responsibility of the housekeeping staff?
- What role does the executive housekeeper play in the housekeeping team?
- What is the relationship of the housekeeping department to other property departments?
- How should a room inspector handle guest rooms that pass inspection and those that do not?
- Why is the housekeeping department the costliest to operate for most lodgings?
- Who is responsible for reporting maintenance issues in guest rooms?
- What role does housekeeping play in guest relations and guest retention?

Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

   a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
   b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
   c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
   d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
   e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Task Number 054

Explain housekeeping’s role in guest satisfaction and repeat business.

Definition

Explanation should include essential skills of housekeeping team members such as

- interaction and acknowledgement of guests
- attention to detail in cleaning
- timeliness in responding to special requests
- discretion in handling guests’ belongings to ensure privacy and to protect against damage or loss.

Process/Skill Questions

- What are the correct steps to follow in cleaning a guest room?
- How can lack of attention to detail on the part of a housekeeper cause the lodging to lose room revenue?
- What role does the executive housekeeper play in the final room inspection?
- How are housekeeping standards of cleanliness determined?
• What constitutes a timely response, and why is it important?
• How can a lodging's response to special requests enhance guest loyalty?
• What action should a housekeeper take to ensure guest privacy if personal items (e.g., business papers) are left on an unmade bed?
• How are personal belongings handled within the lodging?
• What procedures should a bellhop use when handling luggage?
• What is the procedure for handling customer complaints of damaged property?

Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
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g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
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12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.
Task Number 055

Describe the procedures for handling biohazardous materials.

Definition

Description should identify types of biohazardous materials and their proper disposal, according to safety data sheet (SDS) instructions, if applicable.

Process/Skill Questions

- What is a biohazardous material?
- Why is the proper disposal of biohazardous material critical?
- What employee training is needed to prevent exposure to biohazardous materials?
- What requirements does the Occupational Safety and Health Administration (OSHA) have regarding housekeeping functions?
- How is guest and employee safety jeopardized when OSHA requirements are not met?

Related Standards of Learning

History and Social Science

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

a. describing the provision of government goods and services that are not readily produced by the market;
b. describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
c. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
d. analyzing how Congress can use fiscal policy to stabilize the economy;
e. describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy; and
f. evaluating the trade-offs in government decisions.
English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

   a. Apply information from texts to clarify understanding of concepts.
   b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
   c. Analyze technical writing for clarity.
   d. Paraphrase and synthesize ideas within and between texts.
   e. Draw conclusions and make inferences on explicit and implied information using textual support.
   f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
   g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
   h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
   i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

   a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
   b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
   c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
   d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
   e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Science

BIO.1
The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

   a. observations of living organisms are recorded in the lab and in the field;
   b. hypotheses are formulated based on direct observations and information from scientific literature;
   c. variables are defined and investigations are designed to test hypotheses;
d. graphing and arithmetic calculations are used as tools in data analysis;
e. conclusions are formed based on recorded quantitative and qualitative data;
f. sources of error inherent in experimental design are identified and discussed;
g. validity of data is determined;
h. chemicals and equipment are used in a safe manner;
i. appropriate technology including computers, graphing calculators, and probeware is used for gathering and analyzing data, communicating results, modeling concepts, and simulating experimental conditions;
j. research utilizes scientific literature;
k. differentiation is made among a scientific hypothesis, theory, and law;
l. alternative scientific explanations and models are recognized and analyzed; and
m. current applications of biological concepts are used.

CH.1
The student will investigate and understand that experiments in which variables are measured, analyzed, and evaluated produce observations and verifiable data. Key concepts include

a. designated laboratory techniques;
b. safe use of chemicals and equipment;
c. proper response to emergency situations;
d. manipulation of multiple variables, using repeated trials;
e. accurate recording, organization, and analysis of data through repeated trials;
f. mathematical and procedural error analysis;
g. mathematical manipulations including SI units, scientific notation, linear equations, graphing, ratio and proportion, significant digits, and dimensional analysis;
h. use of appropriate technology including computers, graphing calculators, and probeware for gathering data, communicating results, and using simulations to model concepts;
i. construction and defense of a scientific viewpoint; and
j. the use of current applications to reinforce chemistry concepts.

Common Career Technical Core

HT5
Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

National MBAResearch Standards-Business Administration

Adhere to health and safety regulations to support a safe work environment.

Implement safety procedures to minimize loss.
Task Number 056

Describe the procedures for cleaning guest rooms.

Definition

Description should include

- making beds
- following a room-cleaning checklist (e.g., vacuuming, removing trash, dusting, opening drapes, setting thermostat, straightening, beautifying)
- deep cleaning
- sanitizing guest rooms and bathrooms
- identifying the difference between stay-over and check out
- following sustainability practices.

Process/Skill Questions

- How does a correctly made bed add to the overall first impression of the room's appeal?
- How have environmental concerns changed guests' perspectives on daily linen replacement?
- What is entailed in turndown service?
- What is a room-cleaning checklist? What items are typically included?
- How does the checklist aid the housekeeper?
- What is the process for handling guest complaints about the room?
- Which items should be cleaned, and which should be sanitized?
- When should deep cleaning be done?
- What are the routine steps for cleaning and sanitizing the bathroom?
- How does bathroom cleanliness contribute to guest satisfaction?
- What safety procedures should be followed when handling bathroom-cleaning supplies?
- What is the procedure for reporting bathroom maintenance issues?

Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

Task Number 057

Explain how weekly business forecasts influence housekeeping staffing.

Definition

Explanation should include forecasting that is

- based on occupancy
- related to minutes-per-room
- efficiently cleaned rooms.
Process/Skill Questions

- What is business forecasting? Why is it important to hotel operations?
- What information sources are used to compile business forecasts?
- How are business forecasts used by the housekeeping department to determine staffing needs?
- Why are timely reports critical to housekeeping operations? What can happen if too much time elapses between data gathering and report generation?
- How does forecasting affect the housekeeping budget?

Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
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h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
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d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Task Number 058

Explain how the housekeeping department prioritizes room cleaning.

Definition

Explanation should include how rooms are categorized (e.g., check-out, stay-over, due-out) and the most efficient use of staff.

Process/Skill Questions

- What is the effect of special requests (e.g., VIPs, groups, specific room accommodations) on prioritizing rooms to clean?
- Who is responsible for room-cleaning assignments?
- How are requests for immediate room cleaning handled?
- How long does it take to clean a guest room? On average, how many rooms does a room attendant clean each day?
- When are room assignments given to housekeeping?
- How does late room cleaning affect guests' perception of the lodging?

Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

National MBAResearch Standards-Business Administration

Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.

Task Number 059

Analyze the effect of time and materials spent on guest room preparation on overall lodging operations.
**Definition**

Analysis should examine the total cost of room preparation (e.g., staff time and materials spent per room) in relation to lodging profitability.

**Process/Skill Questions**

- What is the benefit of researching purveyors, their services, and costs? Who usually performs this duty?
- What are ways that costs can be controlled?
- How do health, safety, and environmental issues affect costs?
- How do local, state, and federal ordinances and laws affect costs?
- How is staff time-per-room-cleaned calculated?
- What is the cost of amenities and other disposables?

**Related Standards of Learning**

**Mathematics**

A.4

The student will solve

a. multistep linear and quadratic equations in one variables algebraically;
b. quadratic equations in one variables algebraically;
c. literal equations for a specified variable;
d. systems of two linear equations in two variables algebraically and graphically;
and
e. practical problems involving equations and systems of equations.

**English**

11.5

The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
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   c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
   d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
   e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

National MBAResearch Standards-Business Administration

Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.

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Task Number 060

Explain procedures for guest room inspection.

Definition

Explanation should entail an inspection by the housekeeper, who follows a checklist of key items such as bathroom cleanliness, bed-making techniques, mirrors, tables, and guest supplies.

Process/Skill Questions

- Why is a guest room inspection necessary?
• How does the guest room inspection process affect guests, housekeepers, and front-office personnel?
• How is the guest room inspection process related to staff development and training opportunities?
• What is the procedure for responding to a dissatisfied guest?
• How does a property management system make room inspection more efficient?
• How frequently is a guest room inspected, and how thorough is the inspection?
• What are the statuses a room inspector might report to the front desk after inspection?
• What is the procedure for limited inspection in relation to specific house cleaners?

Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
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b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

Performing Food and Beverage Functions

Task Number 061

Define event services and associated duties.

Definition

Definition should explain the scope of event services and the responsibilities of the sales agent, support staff, and hourly employees (full-time and part-time).

The definition should also explain that sales meetings are held with the customer to determine event purpose, financial parameters, special requirements, and sales incentives.

Process/Skill Questions

- What are some commonly used function space setups?
- How is correct function space setup determined? Why is it important to event services?
- How do local fire and safety regulations affect a room setup and service?
- What conflicts may occur between event services and the sales department?
- How are function rooms reserved for a client?
- How do event services offerings affect revenue?
- What types of lodging require event services?

Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
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12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Task Number 062

Describe the types of banquet service.

Definition

Description should include

- large and small events and meetings
- provisions for audiovisual, Internet, and teleconferencing equipment
• breaks and meal service
• service techniques
• theme-party service
• buffet, plated, and passed food.

The description should also explain the procedure for preparing a banquet event order (BEO), including

• heading (date, time, group, room)
• menu
• room setup requirements
• special requests
• handwritten additions
• key contacts.

Process/Skill Questions

• What are some basic room setups?
• What is the purpose of a BEO? What information should it include?
• How is the BEO used by various departments?
• What are the consequences if audio/video and Internet services fail to operate properly?
• What procedures should be in place if audio/video and Internet service fail to operate?
• What is the purpose of a pre-event meeting with the client and lodging staff?
• What is staffing ratio?
• Who is responsible for checking equipment? When should it be checked?

Related Standards of Learning

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
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h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.

c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Task Number 063

Describe the organization and structure of the food and beverage department.

Definition

Description should outline the organization process for

- restaurant outlets
- banquets
- room service
- bars and lounges
- kitchens
- utility areas.

Process/Skill Questions

- What are the differences in product offerings and services available?
- What is the importance of dram shop laws and related legal issues?
- What is the relationship of the food and beverage department to other lodging departments?
- What strategies can be used to increase sales in food and beverage?
- What are front-of-the-house and back-of-the-house positions?
• Why do lodgings have restaurants?
• What are the responsibilities of the food and beverage director?

Related Standards of Learning

English

11.6
The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
c. Organize claims, counterclaims, and evidence in a sustained and logical sequence.
d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
e. Use words, phrases, clauses, and varied syntax to create a cohesive argument.
f. Blend multiple forms of writing including embedding narratives to produce effective essays.
g. Revise writing for clarity of content, accuracy and depth of information.
h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.7
The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a. Use complex sentence structure to infuse sentence variety in writing.
b. Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
c. Distinguish between active and passive voice.

11.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

12.6
The student will write in a variety of forms to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
b. Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
c. Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
d. Blend multiple forms of writing including embedding a narrative to produce effective essays.
e. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
f. Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
g. Revise writing for clarity of content, depth of information, and technique of presentation.
h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.
i. Write to clearly describe personal qualifications for potential occupational or educational opportunities.

12.7
The student will self- and peer-edit writing for Standard English.

a. Use complex sentence structure to infuse sentence variety in writing.
b. Edit, proofread, and prepare writing for intended audience and purpose.
c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

12.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.
a. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.

b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

c. Critically evaluate the accuracy, quality, and validity of the information.

d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

f. Demonstrate ethical use of the Internet.

Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

Task Number 064

Analyze the contribution of catering sales and food and beverage to lodging profitability.

Definition

Analysis should include

- the effect of catering sales on the total food and beverage profit margin
- profit expectation target of at least 45 to 55 percent
- reasons for profitability (e.g., room rental and audiovisual rentals, lower food costs, and guarantees that assure payment for contracted number of guests).

Process/Skill Questions

- How are food costs compiled?
- What factors ensure high profitability in the catering department?
- Why are timely guarantees important to the catering department?
- What would happen if food costs were not closely monitored?
- Where is the real profit made in food and beverage?
- What is a guarantee?
- How does a lodging decide which events to book?
- What other departments work with the catering department to ensure an event’s success?
Related Standards of Learning

Mathematics

A.4
The student will solve

a. multistep linear and quadratic equations in one variables algebraically;
b. quadratic equations in one variables algebraically;
c. literal equations for a specified variable;
d. systems of two linear equations in two variables algebraically and graphically; and
e. practical problems involving equations and systems of equations.

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
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Common Career Technical Core

MK3
Plan, monitor, manage and maintain the use of financial resources for marketing activities.

National MBAResearch Standards-Business Administration

Manage financial resources to ensure solvency.

Task Number 065

Describe the food and beverage purchasing process.

Definition

Description should include

- ordering and receiving procedures
- types of purveyors (i.e., local farmers, single-line and general-line wholesalers, specialty wholesalers, drop shippers, desk jobbers, food brokers, merchandise agents, and commercial representatives)
- reasons for choosing a purveyor (e.g., quality of foods, price, additional services including anticipation, correct order assembly, delivery features, credit options, storage capabilities, and the process used to package and age meat).

Process/Skill Questions

- How do lodging and restaurant buyers find suitable purveyors?
- What are the procedures for ordering products, including fish, beef, and poultry?
- How might purchasing from a wholesaler differ from purchasing from a local farmer?
- What are common procedures for receiving food purchases?
- What is FIFO, and why should it be followed?
- What kinds of supplies and equipment must be purchased for the food and beverage department?
- What is par?
- How does purchasing interact with the sales department?

Related Standards of Learning
English

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Common Career Technical Core

MK6
Select, monitor and manage sales and distribution channels.

National MBAResearch Standards-Marketing

Manage channel activities to minimize costs and to determine distribution strategies.
Task Number 066

Demonstrate table settings for breakfast, lunch, and dinner.

Definition

Demonstration should include

- number and placement of utensils
- use of dinnerware, glassware, and linens
- styles (formal and informal)
- adherence to rules of etiquette.

Process/Skill Questions

- What are the most frequently used settings?
- How do settings vary from venue to venue?
- What are the correct sanitation procedures to follow when setting a table?
- What does a table setting visually tell the guests about the meal and the event?
- Why do table settings differ for breakfast, lunch, and dinner?
- What is the procedure for serving drinks and food during a regular meal?

Task Number 067

Describe the duties of food and beverage staff positions.

Definition

Description should include the primary responsibilities of the

- host/hostess
- maître d'
- wait-staff
- chefs
- stewards.

Process/Skill Questions

- What training does each food and beverage staff position require?
- How do duties of the food and beverage staff vary from venue to venue?
- What positions are considered production personnel and service personnel?
- What are the key positions within the catering department structure?
• What is the relationship among banquet, catering, and room sales?
• What skills do banquet servers need?
• What is the level of guest contact during a banquet event as compared to a restaurant setting?
• What role does the chef play in booking a restaurant or a banquet?

Related Standards of Learning

English

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Common Career Technical Core
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

Task Number 068

Explain a standard room setup.

Definition

Explanation should include

- room shape, equipment needed, and purpose of various function setups (e.g., banquet, theater, classroom, conference, hollow-square)
- relationship of venue capacity to the number of participants and setups
- compliance with space-to-guest ratio
- compliance with fire codes and safety regulations
- compliance with guest needs and specifications
- digital room setup software.

Process/Skill Questions

- What is a standard room setup?
- How does room setup affect the ambiance of the event?
- What special considerations or accommodations may be required for various functions?
- What are the penalties for exceeding specified room capacity? Who enforces lodging fire safety?
- How are function room set up styles determined?
- What are the minimal standards for setting classroom style?
- How does exceeding room capacity affect the success of an event?

Related Standards of Learning

English

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Task Number 069

Examine the legal implications of controlled substances service and staff intervention.

Definition

Examination should include the lodging's legal responsibility for guests who consume controlled substances, as well as the legal responsibility of individual staff members.

Process/Skill Questions

- What training and intervention methods are required for all persons who serve alcohol?
- What are the legal and social ramifications of serving excessive alcohol to registered guests and visitors?
- What is the staff’s role in ensuring responsible alcohol service?
- What is the process for obtaining a license to serve alcohol? Who enforces alcohol laws?
- How old must one be to legally serve alcohol in Virginia?
• What are dram shop laws?
• What are possible consequences of failure to adhere to alcohol laws?
• What are the liquor laws in Virginia?

Related Standards of Learning

English

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Common Career Technical Core

HT4
Describe employee rights and responsibilities and employers’ obligations concerning occupational health and safety in the hospitality and tourism workplace.

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

National MBAResearch Standards-Business Administration

Acquire foundational knowledge of business laws and regulations to understand their nature and scope.

Task Number 070

Describe food handling and storage fundamentals.

Definition

Description should include

- sterilization and decontamination procedures
- temperature controls for prepared food and raw products
- methods of cooking
- storage of prepared foods (cold and hot)
- procedures for reheating food
- identification of food-borne illnesses and sources of food contamination
- explanation of the importance of the ServSafe Food Safety Certification.

Process/Skill Questions

- What are common problems in a food-service setting?
- How does the use of gloves affect food safety?
- Why is cooling time essential to maintaining food safety?
- What situations can cause cross contamination?
- What happens if a restaurant is thought to be the source of a food-borne illness outbreak?
- What is the potential damage for not following proper food-handling and storage procedures?

Related Standards of Learning

English

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Common Career Technical Core

HT5
Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

National MBA Research Standards-Business Administration

Adhere to health and safety regulations to support a safe work environment.

Task Number 071
Describe sanitation and safety procedures.

Definition

Description should cite the reasons for

- performing regular maintenance and sanitation of equipment
- monitoring the use and storage of required chemicals
- keeping records related to employee training, equipment maintenance, and safety (e.g., fire suppression and alert systems)
- obtaining the ServSafe Food Safety Certification.

Process/Skill Questions

- What are the consequences of noncompliance with sanitation regulations and procedures?
- What sanitation and safety procedures training should all kitchen staff receive?
- Why should employee training and equipment maintenance records be maintained?
- What is the role of safety drills in emergency preparedness?
- Where and how should chemicals be stored?
- What is a sanitation risk management (SRM) program?
- What is the process for labeling chemicals?

Related Standards of Learning

English

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Common Career Technical Core

HT5
Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

National MBAResearch Standards-Business Administration

Adhere to health and safety regulations to support a safe work environment.

Task Number 072

Describe room-service procedures.

Definition

Description should include procedures for

- taking orders
- arranging the tray
- delivering the order
- handling the method of payment
- collecting room-service trays.

Process/Skill Questions

- What is the difference between room service and dining-room service?
- How is room service initiated?
- What specialized skills are required for providing room service?
• How can a manager obtain guest feedback regarding their room service experience?
• Why should the server explain to guests that a gratuity is included in the bill?
• When should room service dishes be collected, and by whom?
• How long should it take for a room-service order to be delivered to the room?

**Related Standards of Learning**

**English**

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**Common Career Technical Core**

**MK4**
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

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**Evaluating Security, Safety, and Confidentiality**

**Task Number 073**

**Explain lodging safety and emergency threats and procedures.**

**Definition**

Explanation should include

- emergency drills
- accident-prevention programs
- signage
- pool safety
- acts of terrorism
- biohazards
- sanitation
- biological warfare threats
- crisis communication
- training.

**Process/Skill Questions**

- What specialized training is needed to expedite safety and emergency procedures?
- Who provides training for emergency drills and accident-prevention programs?
- Why should emergency drills and accident-prevention programs be documented?
- What are possible consequences of failure to provide adequate emergency training?
- Who is responsible for constructing a crisis communication plan?

**Related Standards of Learning**

**English**
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   a. Apply information from texts to clarify understanding of concepts.
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Common Career Technical Core

HT4
Describe employee rights and responsibilities and employers’ obligations concerning occupational health and safety in the hospitality and tourism workplace.

HT5
Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

National MBAResearch Standards-Business Administration

Adhere to health and safety regulations to support a safe work environment.
Implement safety procedures to minimize loss.

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**Task Number 074**

**Summarize procedures for managing vendors and contractors.**

**Definition**

Summary should include the reasons for

- requiring credentials and certifications for maintenance professionals
- establishing procedures for property access (e.g., check-in/check-out, use of I.D. badge/visitor's pass, hold-harmless agreements, certificate of insurance).

**Process/Skill Questions**

- Why should the lodging have established procedures for managing outside contractors?
- What certifications should the lodging require of outside contractors?
- Why should contractors have controlled access to the property?
- What additional guest-security measures should be in place when contractors are on premise?
- Why do lodgings outsource so many services?
- Why is caution exercised in the vendor/contractor relationship?
- Who should approve outside contractors?
- What are the legal ramifications of hiring a contractor who harms a guest and/or an employee?

**Related Standards of Learning**

**English**

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Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

Task Number 075

Describe the key-control policy.

Definition

Description should state the reasons for a standard policy that protects guests' security and limits staff access to guest rooms.

Process/Skill Questions

- What is key control?
- What key-control procedures are used by the housekeeping staff?
• What security procedures should be in place to maintain guest privacy?
• What are the procedures for dealing with lost keys?
• What key controls are in place at the front desk?
• Why are keys monitored so closely?
• What forms of identification should be accepted when providing guests with replacement of lost keys?

Related Standards of Learning

English

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National MBAResearch Standards-Business Administration
Develop policies/procedures to protect workplace security.

Task Number 076

Evaluate the typical hotel lost-and-found policy.

Definition

Evaluation should assess a lodging's legal responsibility for lost-and-found items, procedures for handling lost-and-found items, and retrieval policies.

Process/Skill Questions

- Why is it important for employees to follow the lodging's lost-and-found procedures?
- What should a room attendant do if guest items are found after checkout?
- Who is legally responsible for guest items left at the lodging?
- Who should pay shipping costs for items left behind?
- What should a lodging employee do if he/she finds cash in a common area within the lodging?

Related Standards of Learning

English

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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Task Number 077
Describe the responsibilities of various departments regarding lodging security.

Definition
Description should discuss how the chain of command works in lodging security, as well as specific training required of employees.

Process/Skill Questions

- What is the relationship between the lodging and police and fire services?
- Which lodging department is primarily responsible for ensuring lodging safety?
- What are some procedures and systems that provide the maximum security to guests, property, and personnel?
- Why is it critical to follow the chain of command when lodging security is breached? How does making regular contact with guests aid in keeping the lodging secure?
- Why is lodging safety a concern for everyone working on a property?
- What are some actions a lodging property can take to reduce the opportunity for terrorist acts?
- What type of security training should new lodging staff be provided?

Related Standards of Learning

English

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

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Common Career Technical Core

HT5
Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

National MBAResearch Standards-Business Administration

Develop policies/procedures to protect workplace security.

Implement safety procedures to minimize loss.
Task Number 078

Analyze basic legal responsibilities of the lodging related to safety and security.

Definition

Analysis should include

- legal issues involving safety
- lodging liabilities (e.g., guest, property, personnel)
- insurance coverage requirements
- risk-management policies and programs.

Process/Skill Questions

- What are the basic responsibilities of a property to its guests and employees regarding personal safety and property security?
- What systems should be checked regularly to ensure compliance with safety and security regulations?
- What is the lodging's legal responsibility for the safety of guests in their property?
- What types of insurance should a lodging have?
- What are potentially hazardous conditions of which employees should be made aware?
- What criteria are used to determine liability for a guest’s accident?
- What makes up the bulk of hotel liability concerns?

Related Standards of Learning

History and Social Science

GOVT.11

The student will apply social science skills to understand civil liberties and civil rights by

a. examining the Bill of Rights, with emphasis on First Amendment freedoms;
b. analyzing due process of law expressed in the Fifth and Fourteenth Amendments;
c. explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;
d. investigating and evaluating the balance between individual liberties and the public interest; and
e. examining how civil liberties and civil rights are protected under the law.

GOVT.16
The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

a. exercising personal character traits such as trustworthiness, responsibility, and honesty;
b. obeying the law and paying taxes;
c. serving as a juror;
d. participating in the political process and voting in local, state, and national elections;
e. performing public service;
f. keeping informed about current issues;
g. respecting differing opinions and the rights of others;
h. practicing personal and fiscal responsibility;
i. demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
j. practicing patriotism.

English

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
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Common Career Technical Core

HT4
Describe employee rights and responsibilities and employers’ obligations concerning occupational health and safety in the hospitality and tourism workplace.

HT5
Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

National MBAResearch Standards-Business Administration

Acquire foundational knowledge of business laws and regulations to understand their nature and scope.

Explore the regulatory environment of United States' businesses to understand the diversity of regulations.

Task Number 079

Explain why security management guidelines are needed for a lodging property.

Definition

Explanation should include

- emergency-procedure training
- establishing company security and safety policies
- influence of guest demographics (i.e., factors such as age, wealth, education level, group status, travel destination) on the level of security required
- preventive, proactive approach to lodging security vs. reactive enforcement (e.g., room keys without numbers, well-lit parking lots) to avoid security/safety breaches.

Process/Skill Questions
• How can emergency procedures be reinforced?
• What types of injuries/accidents cannot be avoided, even when safety procedures are followed?
• Who is responsible for lodging security and safety?
• In what way does a lodging's location influence its security operations?
• How do stereotypes affect security decisions?
• What are ways in which lodging guests can be made aware of personal responsibility for security?
• What special preparations should be made for high-profile guests? What outside assistance could be involved?
• How do a property’s guest demographics influence safety and security procedures?

Related Standards of Learning

English

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**Common Career Technical Core**

**MK4**
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

**National MBA Research Standards-Marketing**
Determine technology security issues to protect customer information and company image.

**Task Number 080**

**Interpret guest and employee rights to confidentiality.**

**Definition**

Interpretation should include an analysis of

- the Privacy Act
- the potential for identity theft in the lodging enterprise
- legal implications related to
  - guest and employee rights to confidentiality
  - guest expectations of privacy related to their lodging activities
  - lodging policies related to the release of employee information.

**Process/Skill Questions**

- What are the key components of the Privacy Act of 1988?
- What information about employees and guests can be made available?
- What are possible results of a breach of the Privacy Act at a lodging property?
- How has the rise of identity theft affected lodging practices and procedures?
- What action should a front-desk agent take if asked for a sales manager’s personal contact information?
- What are the four exceptions to the guest’s right of privacy?
- How do staff communicate the lodging’s assurance of privacy to guests?
- Where can an employee obtain updated information regarding privacy rules and regulations?
Related Standards of Learning

History and Social Science

GOVT.11

The student will apply social science skills to understand civil liberties and civil rights by

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c. explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;
d. investigating and evaluating the balance between individual liberties and the public interest; and

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Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

National MBAResearch Standards-Business Administration

Acquire foundational knowledge of business laws and regulations to understand their nature and scope.

Explore the regulatory environment of United States' businesses to understand the diversity of regulations.

Task Number 081

Research workplace safety procedures and OSHA requirements.

Definition

Research should include

- a review of relevant OSHA regulations
- lockout/tagout procedures
- hazard communication (HazCom) policy
- SDS record-keeping
- handling blood-borne pathogens
- pool safety
- related chemical safety.

Process/Skill Questions

- What are the uses of SDS? Why should they be filed and kept in the workplace?
- Why do lodging staff need training on blood borne pathogens?
• What are safety procedures for wet floors due to cleaning or inclement weather?
• Why should a lodging comply with the HazCom standard?

Related Standards of Learning

History and Social Science

GOVT.7

The student will apply social science skills to understand the organization and powers of the national government by

a. examining the legislative, executive, and judicial branches;
b. analyzing the relationships among the three branches in a system of checks and balances and separation of powers; and
c. investigating and explaining the ways individuals and groups exert influence on the national government.

GOVT.9

The student will apply social science skills to understand the process by which public policy is made by

a. defining public policy and determining how to differentiate public and private action;
b. examining different perspectives on the role of government;
c. describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965;
d. describing how the state and local governments influence the public agenda and shape public policy;
e. investigating and evaluating the process by which policy is implemented by the bureaucracy at each level;
f. analyzing how the incentives of individuals, interest groups, and the media influence public policy; and
g. devising a course of action to address local and/or state issues.

GOVT.14

The student will apply social science skills to understand economic systems by

a. identifying the basic economic questions encountered by all economic systems;
b. comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; and
c. evaluating the impact of the government’s role in the economy on individual economic freedoms.

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

a. describing the provision of government goods and services that are not readily produced by the market;
b. describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
c. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
d. analyzing how Congress can use fiscal policy to stabilize the economy;
e. describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy; and
f. evaluating the trade-offs in government decisions.

VUS.13

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

a. explaining the factors that led to United States expansion;
b. evaluating and explaining the impact of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;
c. explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;
d. analyzing changes in immigration policy and the impact of increased immigration;
e. evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;
f. explaining how scientific and technological advances altered American lives; and

g. evaluating and explaining the changes that occurred in American culture.
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

12.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

a. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
c. Critically evaluate the accuracy, quality, and validity of the information.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

**Common Career Technical Core**

**HT4**
Describe employee rights and responsibilities and employers’ obligations concerning occupational health and safety in the hospitality and tourism workplace.

**HT5**
Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

**National MBAResearch Standards-Business Administration**

Adhere to health and safety regulations to support a safe work environment.
Explore the regulatory environment of United States' businesses to understand the diversity of regulations.

Examining Engineering Functions

Task Number 082

Describe the organization and structure of the engineering department.

Definition

Description should include the roles and responsibilities of

- chief engineer
- skilled technicians (e.g., electricians, plumbers, painters)
- on-call personnel
- maintenance workers
- contracted services.

Process/Skill Questions

- What are the primary functions of the engineering department?
- What is the role of the chief engineer?
- How does the engineering department contribute to guest satisfaction?
- What is the importance of timeliness in responding to engineering problems?
- What qualifications must the chief engineer possess?
- Who prioritizes engineering issues?
- What training should on-call personnel receive?

Related Standards of Learning

English

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documents, or an application for college admission.
c. Analyze technical writing for clarity.
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   using textual support.
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   reach similar or different conclusions.
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   persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony,
sarcasm, overstatement, and understatement in text.
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   and critical thinking questions about the text(s).

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      reach similar or different conclusions.
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      overstatement, and understatement in text.
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      writing.

Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business
operations.

Task Number 083

Identify basic systems maintained by engineering and
maintenance operations.

Definition

Identification should include
Process/Skill Questions

- What property systems are operated and maintained by the engineering and maintenance department?
- What techniques, methods, and programs can be implemented to improve the skills and abilities of the engineering and maintenance staff?
- What is the procedure for moving a guest due to inadequate systems in the room?
- How should work orders be prioritized?
- What green practices are engineering and maintenance departments implementing to cut water and electricity costs?

Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

Task Number 084

**Explain why preventive maintenance controls and procedures are needed within a lodging.**

Definition

Explanation should include

- the need for a regular maintenance schedule for guest rooms, public areas, and all equipment
- possible consequences of failing to conduct regular maintenance.

Process/Skill Questions

- What are examples of lost income due to an inadequate preventive maintenance program?
- What steps should be included in a lodging's preventive maintenance plan?
- What are examples of guest-relation problems created by the lack of a preventive maintenance program?
- How does routine maintenance differ from preventive maintenance?
- What are the cost savings of a well-organized preventive maintenance plan?
- How often should preventive maintenance staff conduct a walk-through inspection?
Related Standards of Learning

English

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Common Career Technical Core

MK4
Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
Performing Financial Functions

Task Number 085

Explain the relationship between purchasing and other departments.

Definition

Explanation should describe the role of the purchasing department, how it serves and supports other departments, and the process by which supplies are requisitioned.

Process/Skill Questions

- What are the financial pitfalls of failing to communicate supply needs to the purchasing department?
- What is par stock? How is the level determined?
- What safeguards are in place to ensure that par stock is not depleted?
- Under what circumstances would a department’s spending budget be reduced for the month?
- What is the process for approving purchases?
- What is a purchase order?
- What issues/problems can the purchasing department face?

Related Standards of Learning

English

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National MBAResearch Standards-Business Administration

Implement purchasing activities to obtain business supplies, equipment, resources, and services.

Task Number 086
Describe the organization and structure of the accounting department.

Definition

Description should include the roles and responsibilities of

- controller (director of finance)
- assistant controller
- accounts payable/accounts receivable personnel
- general cashier.
Process/Skill Questions

- What role does the accounting department play in guest relations?
- What is the job of the controller?
- What is the difference between accounts payable and accounts receivable?

Related Standards of Learning

English

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Common Career Technical Core
Task Number 087

Identify the primary functions of the revenue management team.

Definition

Identification should include managing yield, managing inventory, and establishing pricing strategies.

The revenue management team should be responsive to market changes, including new inventory coming into the market, as well as changes in customer needs and wants.

Process/Skill Questions

- What is revenue management?
- Why is it important to stay informed of changes in energy and food costs locally?
- How does an awareness of changes in guest needs and desires affect a lodging’s food and beverage inventory?
- What considerations would a revenue manager take before approving a group rate for the sales department?
- What role does market share figure into setting prices?
- What economic factors should be considered when establishing pricing strategies?
- How often should a revenue management team research market changes?

Related Standards of Learning

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Common Career Technical Core

MK3
Plan, monitor, manage and maintain the use of financial resources for marketing activities.

Task Number 088

Identify the internal and external users of financial information.

Definition

Identification should include

- internal users
  - management
  - department heads
  - owners
- external users
stockholders
bankers
investors
government
vendors
the community.

Process/Skill Questions

- What are the potential problems associated with keeping inaccurate financial records?
- What financial information is used internally? How is it used?
- What financial information is used externally? How is it used?
- How often should reports be submitted to owners and shareholders?
- How should one handle requests for financial information from sources outside the department? From outside the lodging?
- What is the role of the manager’s daily report?

Related Standards of Learning

English

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Common Career Technical Core

MK3
Plan, monitor, manage and maintain the use of financial resources for marketing activities.

Task Number 089

Identify major categories of purchases.

Definition

Identification should include examples of

- equipment
- supplies
- service
- food and beverage
- support products (e.g., gift shop).

Process/Skill Questions

- What products, services, and purchases are necessities for a lodging?
- Which lodging departments are directly responsible for purchases? What are their responsibilities?
- What role does credit rating play in the decision to extend credit to a lodging vendor?
- What are some amenities that help market the lodging to consumers?

Common Career Technical Core

MK8
Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
**Task Number 090**

**Analyze how department revenues and expenses affect the lodging's profit margin.**

**Definition**

Analysis should include describing the lodging's major departments and summarizing the role each plays in profitability.

**Process/Skill Questions**

- How is a profit margin calculated?
- What is the average gross profit margin for a hotel?
- What are sources of revenue for hotels?
- How does each department's profitability affect the lodging's overall profit margin?
- Why are budgets created for each department?
- What actions are normally taken to correct or improve the financial operations of a department or property?
- How can a hotel maintain profitability through tough economic times?

**Related Standards of Learning**

**English**

**11.5**

The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

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Common Career Technical Core

MK3
Plan, monitor, manage and maintain the use of financial resources for marketing activities.

MK7
Determine and adjust prices to maximize return while maintaining customer perception of value.

National MBAResearch Standards-Business Administration

Implement expense-control strategies to enhance a business's financial well-being.

Manage financial resources to ensure solvency.

SOL Correlation by Task

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<tr>
<th>Task</th>
<th>Description</th>
<th>Subject Areas</th>
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<tbody>
<tr>
<td>001</td>
<td>Explain travel, tourism, and hospitality as an industry.</td>
<td>English: 11.5, 12.5</td>
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<tr>
<td>002</td>
<td>Outline the history of the travel, tourism, and hospitality industry.</td>
<td>English: 11.6, 11.7, 11.8, 12.6, 12.7, 12.8 History and Social Science: GOVT.12, VUS.8, VUS.10, VUS.14, WG.17, WHII.3, WHII.14</td>
</tr>
<tr>
<td>003</td>
<td>Describe local, statewide, national, and international growth and future trends in the hospitality industry.</td>
<td>English: 11.5, 12.5 History and Social Science: GOVT.12, VUS.14, WG.15, WG.16, WG.17, WHII.14</td>
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<tr>
<td>Number</td>
<td>Description</td>
<td>English:</td>
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<tr>
<td>004</td>
<td>Evaluate the effects of travel and tourism on local, state, national, and global economies.</td>
<td>11.5, 12.5</td>
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<td>005</td>
<td>Analyze the reasons an individual travels.</td>
<td>11.5, 12.5</td>
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<td>006</td>
<td>Identify types of lodging properties and ownership structures.</td>
<td>11.5, 12.5</td>
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<td>007</td>
<td>Identify the primary evaluation and rating systems for lodgings.</td>
<td>11.5, 12.5</td>
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<td>008</td>
<td>Apply basic industry terminology.</td>
<td>11.5, 12.5</td>
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<td>009</td>
<td>Describe the career progression opportunities in various areas of the hospitality industry.</td>
<td>11.5, 12.5</td>
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<td>010</td>
<td>Evaluate the personal qualifications and skills needed for success and advancement in the hospitality industry.</td>
<td>11.5, 12.5</td>
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<td>011</td>
<td>Analyze the value of diversity in the workplace.</td>
<td>11.5, 12.5</td>
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<td>012</td>
<td>Identify leadership styles.</td>
<td>11.5, 12.5</td>
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<td>013</td>
<td>Describe steps for seeking employment in the hospitality industry.</td>
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<td>Summarize the principal employee benefits offered in the lodging industry.</td>
<td>11.5, 12.5</td>
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<td>015</td>
<td>Explain how to leave a job professionally.</td>
<td>11.5, 11.7, 11.8, 12.5, 12.7, 12.8</td>
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<td>016</td>
<td>Research postsecondary and industry-sponsored continuing education opportunities.</td>
<td>11.8, 12.8</td>
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<td>017</td>
<td>Analyze trends that influence career development.</td>
<td>11.5, 12.5</td>
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<td>018</td>
<td>Demonstrate verbal and nonverbal communication skills needed in the lodging industry.</td>
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<td>019</td>
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<td>020</td>
<td>Identify communication tools for successful guest relations.</td>
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<td>Code</td>
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<td>021</td>
<td>Describe problem-solving skills.</td>
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<td>022</td>
<td>Demonstrate interpersonal skills required of supervisors in the lodging industry.</td>
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<td>023</td>
<td>Demonstrate professional communication etiquette.</td>
<td>English: 11.1, 12.1, 12.6</td>
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<td>024</td>
<td>Explain the process for handling different types of communication in the lodging industry.</td>
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<td>025</td>
<td>Describe the relationships among marketing, sales, and operations in the lodging industry.</td>
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<td>026</td>
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<td>030</td>
<td>Differentiate among the revenue generators.</td>
<td>English: 11.5, 12.5</td>
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<td>031</td>
<td>Analyze market segments and the marketing mix to increase market share.</td>
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<td>032</td>
<td>Identify the marketing functions and their roles in the lodging industry.</td>
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<td>033</td>
<td>Analyze the role of digital marketing in the lodging industry.</td>
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<td>034</td>
<td>Identify the role of the human resources department.</td>
<td>English: 11.5, 12.5</td>
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<td></td>
<td>Description</td>
<td>English:</td>
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<td>035</td>
<td>Describe the responsibilities of a supervisor.</td>
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<td>036</td>
<td>Examine methods for recruiting and retaining employees.</td>
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<td>Explain the hiring and dismissal processes in the lodging industry.</td>
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<td>038</td>
<td>Describe methods for motivating employees.</td>
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<td>039</td>
<td>Demonstrate the steps of conducting an employee evaluation.</td>
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<td>040</td>
<td>Demonstrate the steps of the selling process.</td>
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<td>041</td>
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<td>11.2, 11.5, 12.2, 12.5</td>
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<td>050</td>
<td>Examine incentive programs for frequent guests.</td>
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<td>051</td>
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<td>052</td>
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<td>053</td>
<td>Describe the responsibilities of the housekeeping team.</td>
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<td>054</td>
<td>Explain housekeeping’s role in guest satisfaction and repeat business.</td>
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<td>055</td>
<td>Describe the procedures for handling biohazardous materials.</td>
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|   |   | History and Social Science: GOVT.15  
Science: BIO.1, CH.1 |
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<td>Describe the procedures for cleaning guest rooms.</td>
<td>English: 11.5, 12.5</td>
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<td>057</td>
<td>Explain how weekly business forecasts influence housekeeping staffing.</td>
<td>English: 11.5, 12.5</td>
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<td>058</td>
<td>Explain how the housekeeping department prioritizes room cleaning.</td>
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</table>
| 059 | Analyze the effect of time and materials spent on guest room preparation on overall lodging operations. | English: 11.5, 12.5  
Mathematics: A.4 |
| 060 | Explain procedures for guest room inspection. | English: 11.5, 12.5 |
| 061 | Define event services and associated duties. | English: 11.5, 12.5 |
| 062 | Describe the types of banquet service. | English: 11.5, 12.5 |
| 063 | Describe the organization and structure of the food and beverage department. | English: 11.6, 11.7, 11.8, 12.6, 12.7, 12.8 |
| 064 | Analyze the contribution of catering sales and food and beverage to lodging profitability. | English: 11.5, 12.5  
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| 065 | Describe the food and beverage purchasing process. | English: 11.5, 12.5 |
| 066 | Demonstrate table settings for breakfast, lunch, and dinner. |   |
| 067 | Describe the duties of food and beverage staff positions. | English: 11.5, 12.5 |
| 068 | Explain a standard room setup. | English: 11.5, 12.5 |
| 069 | Examine the legal implications of controlled substances service and staff intervention. | English: 11.5, 12.5 |
| 070 | Describe food handling and storage fundamentals. | English: 11.5, 12.5 |
| 071 | Describe sanitation and safety procedures. | English: 11.5, 12.5 |
| 072 | Describe room-service procedures. | English: 11.5, 12.5 |
| 073 | Explain lodging safety and emergency threats and procedures. | English: 11.5, 12.5 |
| 074 | Summarize procedures for managing vendors and contractors. | English: 11.5, 12.5 |
| 075 | Describe the key-control policy. | English: 11.5, 12.5 |
| 076 | Evaluate the typical hotel lost-and-found policy. | English: 11.5, 12.5 |
| 077 | Describe the responsibilities of various departments regarding lodging security. | English: 11.5, 12.5 |
| 078 | Analyze basic legal responsibilities of the lodging related to safety and security. | English: 11.5, 12.5  
History and Social Science: GOVT.11, GOVT.16 |
| 079 | Explain why security management guidelines are needed for a lodging property. | English: 11.5, 12.5 |
| 080 | Interpret guest and employee rights to confidentiality. | English: 11.5, 12.5  
History and Social Science: GOVT.11 |
| 081 | Research workplace safety procedures and OSHA requirements. | English: 11.8, 12.8  
History and Social Science: GOVT.7, GOVT.9, GOVT.14, GOVT.15, VUS.13 |
| 082 | Describe the organization and structure of the engineering department. | English: 11.5, 12.5 |
| 083 | Identify basic systems maintained by engineering and maintenance operations. |  |
| 084 | Explain why preventive maintenance controls and procedures are needed within a lodging. | English: 11.5, 12.5 |
| 085 | Explain the relationship between purchasing and other departments. | English: 11.5, 12.5 |
| 086 | Describe the organization and structure of the accounting department. | English: 11.5, 12.5 |
| 087 | Identify the primary functions of the revenue management team. | English: 11.5, 12.5 |
| 088 | Identify the internal and external users of financial information. | English: 11.5, 12.5 |
| 089 | Identify major categories of purchases. |  |
| 090 | Analyze how department revenues and expenses affect the lodging's profit margin. | English: 11.5, 12.5 |

**Related DECA, Inc. Competitive Events**

CTE student organization information correlates to course content. These DECA, Inc. competitive events available in Virginia enable students to apply and practice tasks they have mastered within the course. Other events may be applicable upon instructor discretion. Refer to the Chapter Management Guide for more information.

**Teaching Resources**

**Books**

Trade and Professional Associations

• American Hotel and Lodging Association.
• Educational Institute American Hotel and Lodging.
• Hospitality Sales and Marketing Association International.

Websites

• Hotel Marketing. An online magazine monitoring travel, hospitality industry, and Internet marketing news.
• Occupational Outlook Handbook Online. U.S. Dept. of Labor resource for information on specific occupations (e.g., training/education, earnings, expected job prospects, job responsibilities, working conditions), as well as job search tips and job market data in each state.
• 10 Smart Hotel Marketing Strategies to Increase Bookings.
• 5 Basics That Every Hotel Marketing Plan Should Include.
• A Better Hotel Marketing Strategy Begins with These 10 Basics.

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”