

# Hospitality and Tourism

## Career Field Technical Content Standards Document

2010



# TABLE OF CONTENTS

## Program Description

• Foreword .....	iv
• Acknowledgements .....	v
• Hospitality and Tourism Career Field Technical Content Standards Document .....	vi
• Hospitality and Tourism Business Panels .....	vii
• Hospitality and Tourism Educator Panels .....	ix
• Philosophy and Principles .....	xi
• Ohio Career Field Initiative.....	xi
• Ohio Career Field Technical Content Standards .....	xi
• Career Pathways .....	xii
• Structure and Format .....	xiii
• Definitions and Codes .....	xv
• Sample Competency.....	xvi
• Hospitality and Tourism Definitions .....	xvii

<b>Hospitality and Tourism Instructional Units .....</b>	<b>1</b>
--	----------

<b>Hospitality and Tourism Competency Chart .....</b>	<b>3</b>
---	----------

## Hospitality and Tourism Career Field Standards

• <b>CORE HOSPITALITY AND TOURISM COMPETENCIES</b>	
• Business Law.....	16
• Communication Skills .....	19
• Customer Relations .....	22
• Economics .....	24
• Emotional Intelligence .....	27
• Entrepreneurship .....	32
• Financial Analysis .....	35
• Human Resources Management.....	40
• Information Management .....	42
• Marketing .....	46
• Marketing Communications .....	51
• Market Planning .....	55
• Operations .....	56
• Professional Development.....	63
• Selling.....	68
• Strategic Management .....	72
• <b>HOSPITALITY AND TOURISM CAREER FIELD PATHWAYS</b>	
• <b>CULINARY AND FOODSERVICE OPERATIONS PATHWAY</b>	
• Knowledge of the Culinary Industry .....	75
• Culinary Safety and Sanitation.....	78
• Culinary and Foodservice Management Operations .....	83
• Information Technology .....	87
• Customer Relations and Quality Services .....	88
• Side Work.....	91
• Nutrition and Menu Development.....	92
• Culinary and Foodservice Equipment .....	95
• Food Preparation Basics .....	96
• Garde Manger/Pantry Chef.....	101

- Main Entrees ..... 103
- Stocks, Soups, Sauces and Gravies ..... 114
- Bakery Products and Desserts ..... 116
- **LODGING AND TRAVEL SERVICES CAREER PATHWAY**
- Lodging and Travel Services Product/Service Knowledge ..... 122
- Lodging and Travel Services Marketing Communications ..... 125
- Lodging Segment/Product Knowledge..... 128
- Management of Lodging Properties ..... 129
- Lodging Sales ..... 131
- Front Office Operations..... 134
- Food and Beverage Operations in Lodging ..... 142
- Housekeeping Operations Management ..... 146
- Housekeeping ..... 150
- Laundry Services ..... 153
- Lodging Maintenance and Engineering..... 154
- Meetings and Events at Hotels ..... 156
- Destinations, Meetings and Events Sales and Service..... 161
- Meeting and Event Exhibits, Speakers and Entertainment..... 163
- Travel Related Services..... 165
- Destination Marketing ..... 171
- Event Management..... 174

## Appendices

- Appendix A—Associations and Certifications..... 177
- Appendix B—References..... 181

## FOREWORD

The Hospitality and Tourism Career Field Technical Content Standards form the curricular framework for Ohio College Tech Prep and career-technical education programs in hospitality and tourism. This document reflects the career field framework outlined in Ohio Administrative Code 3301-61-03 (Criteria for Secondary Workforce Development Programs).

This document represents a collaborative effort of the Ohio Department of Education's Office of Career-Technical Education and the MBA Research and Curriculum Center. Secondary and postsecondary educators, along with businesses and industry professionals, also participated in the development of the technical content standards.

The *Hospitality and Tourism Career Field Technical Content Standards* combine business and industry standards and the business process framework to develop technical literacy in hospitality and tourism. The hospitality and tourism career field includes occupations that focus on lodging and travel services and culinary and foodservice operations. The Hospitality and Tourism Career Field is comprised of two pathways leading to technically-based careers in:

- Culinary and Foodservice Operations
- Lodging and Travel Services

This document delineates competencies that outline the knowledge and skills needed for career success in the above two pathways. It includes a) core competencies that span the hospitality and tourism career field addressing critical workplace skills, including culinary and foodservice operations and lodging and travel services, and b) pathway and specialization competencies that describe specific occupational knowledge and skills.

This document forms the basis for developing an integrated delivery system that provides opportunities for new and challenging programs and courses. It is hoped that the document will enhance and expand career-technical education and College Tech Prep in hospitality and tourism and related fields.

The document is available on the Internet at [www.techprepohio.com](http://www.techprepohio.com) and through the Ohio Department of Education career field initiative Web pages at [www.ode.state.oh.us](http://www.ode.state.oh.us).

Kathy Shibley, Director  
Office of Career-Technical Education  
Ohio Department of Education

## ACKNOWLEDGEMENTS

A number of individuals contributed their time and expertise to the development of the *Hospitality and Tourism Career Field Technical Content Standards*. Special thanks go to all the business representatives and educators named in the section entitled “Development of Hospitality and Tourism.” Further acknowledgement is due to:

- Kathy Shibley, Director, Office of Career-Technical Education, Ohio Department of Education;
- Rick Mangini, Associate Director, Office of Career-Technical Education, Ohio Department of Education
- Dee Sturgill, Consultant, Office of Career-Technical Education, Ohio Department of Education;

The individuals listed above provided vision and implementation support for the *Marketing Career Field Technical Content Standards* document and Ohio’s marketing educational programs.

Also, special thanks are due to the following professional partners of this project:

- James R. Gleason, President, MBA Research and Curriculum Center;
- April J. Miller, Senior Researcher, BMA Research and Curriculum Center;
- Beth M. Osteen, Vice President, Research and Development, MBA Research and Curriculum Center.

The people listed above contributed significant research, subject matter, expertise and facilitation to the development of the *Hospitality and Tourism Career Field Technical Content Standards* document.

# **HOSPITALITY AND TOURISM CAREER FIELD TECHNICAL CONTENT STANDARDS DOCUMENT**

The development process for the *Hospitality and Tourism Career Field Technical Content Standards* began in November, 2009 with an extensive review of literature and culminated in May, 2010 with the work of a panel of educators determining when the content should be taught. Over the course of that time, numerous business and industry representatives, as well as secondary and postsecondary educators from across the state of Ohio, took part in the formal development process. The following summarizes the various stages of the development process.

## **Business Review Panels**

### **March 3, 2010**

Nearly 20 Ohio business and industry representatives participated on the panels. Drawn from the hospitality and tourism sectors and various regions of the state, the panel identified what hospitality and tourism employees should know and be able to do in two hospitality and tourism pathways: culinary and foodservice operations and lodging and travel services. The panels built upon the literature review, identifying essential knowledge and skills.

## **Educator Review Panel**

### **May 4, 2010**

This panel was composed of representatives from secondary and postsecondary institutions across Ohio. The panel determined *when* in the educational process (i.e., high school or college) students should be proficient in the competencies. In addition, the educator panel members formulated suggestions for additions, deletions and editorial changes to the draft document.

## Hospitality and Tourism Business Panels

### Culinary and Foodservice Operations

**Kevin Ball**

Executive Chef  
Hilton Columbus/Polaris  
Columbus, Ohio

**Bobby Das**

Owner, General Manager  
Travelodge  
Lima, Ohio

**Johnny Dornbeck**

Chef  
Basi Italia  
Columbus, Ohio

**Marc Dullin**

Director of Culinary Team  
Willow Brook Christian Communities  
Delaware Run, Ohio

**Sharon Fish**

Executive Director  
Ohio Restaurant Association Education  
Foundation  
Columbus, Ohio

**Patrick Murphy**

Pastry Chef  
Residences/Dining Services  
The Ohio State University  
Columbus, Ohio

**Mark Newton**

Executive Chef  
Residences/Dining Services  
The Ohio State University  
Columbus, Ohio

**Chris Rodriguez**

Regional Staffing Manager  
Bob Evans Farms  
Columbus, Ohio

**John Skaggs**

Executive Chef  
Two Caterers  
Columbus, Ohio

**Vanessa Warnock**

Catering Manager  
Hyatt Regency Columbus  
Columbus, Ohio

## **Lodging and Travel Services**

**Irene Alvarez**  
Social Media Manager  
Experience Columbus  
Columbus, Ohio

**Maris Brenner**  
Director of Sales  
Kalahari Resorts  
Sandusky, Ohio

**Jeff Cox**  
Director of Sales  
Red Roof Inn Convention Center  
Columbus, Ohio

**Dan Fox**  
Owner  
Dan Fox Consulting  
Hilliard, Ohio

**Susan Graves**  
Area General Manager  
Marriott Kingsgate  
Cincinnati, Ohio

**Kelly Hagerdorn**  
Guest Services Manager  
Comfort Inn  
Columbus, Ohio

**Kelly Jones**  
Membership Director  
Ohio Lodging Association  
Columbus, Ohio

**Kari Kauffman**  
Director of Tourism  
Experience Columbus  
Columbus, Ohio

**Janet Lee**  
Vice President Human Resources  
Lodging First, LLC  
Dublin, Ohio

**Debbie Miller**  
Owner  
Hideaway Inn  
Bucyrus, Ohio

**Bob Monica**  
General Manager  
North Point Conference Center  
Lewis Center, Ohio

**Tyson Schweitzer**  
General Manager  
Holiday Inn Cap Square  
Columbus, Ohio

**Debbie Shatzer**  
Executive Director  
Delaware City CVB  
Delaware, Ohio

**Rajesh Shendge**  
Chief Operating Officer  
SAP Hotels  
Bucyrus, Ohio

**Debbie Stamper**  
Executive Director  
Clinton County CVB  
Wilmington, Ohio

**Robert Trammell**  
General Manager  
Sheraton Suites Akron  
Cuyahoga Falls, Ohio

**Jay Wuebbold**  
Director of Communication  
Ohio Supreme Court Education Center  
Columbus, Ohio

## Hospitality and Tourism Educator Panel May 4, 2010

### Culinary and Foodservice Operations Educators

**Eric Bauerle**

Secondary Teacher  
Tolles Career & Tech Center  
Plain City, Ohio

**Dan Boyer**

Secondary Teacher  
Vanguard Career Center  
Fremont, Ohio

**Elliott Callahan**

Secondary Teacher  
Polaris Career Center  
Middleburg Heights, Ohio

**Michael Edwards**

Secondary Teacher  
Ehove Career Center  
Milan, Ohio

**Dennis Finley**

Secondary Teacher  
R.G. Drage Career & Tech Center  
Massillon, Ohio

**Marian Fraley**

Secondary Teacher  
Miami Valley Career & Tech Center  
Clayton, Ohio

**Janet Greiner**

Secondary Teacher  
Millstream Career Center  
Findlay, Ohio

**Carrie Hamilton**

Secondary Teacher  
Apollo Career Center  
Lima, Ohio

**Barb Hummer**

Secondary Teacher  
Cuyahoga Valley Career Center  
Brecksville, Ohio

**Lucille Militello**

Secondary Teacher  
Great Oaks  
Cincinnati, Ohio

**Pamela Mock**

Secondary Teacher  
Ohio Restaurant Association Education  
Foundation  
Columbus, Ohio

**Chuck Steadman**

Postsecondary Instructor  
Hocking College  
Nelsonville, Ohio

**Kathy Zay**

Secondary Teacher  
Tolles Career & Tech Center  
Plain City, Ohio

## **Lodging and Travel Services Educators**

### **Barbara Bell**

Secondary Teacher  
Tri-Rivers Career Center  
Marion, Ohio

### **Jay Kandampully**

Postsecondary Instructor  
The Ohio State University  
Columbus, Ohio

### **Kay Lucas**

Secondary Teacher  
Scioto County Career & Tech Center  
Lucasville, Ohio

### **Debra Moy**

Secondary Teacher  
Scarlet Oaks Career Center  
Cincinnati, Ohio

### **Vicki Pressey**

Secondary Teacher  
C-TEC Licking County  
Newark, Ohio

### **Robin Stacey**

Secondary Teacher  
Knox County Career Center  
Mt. Vernon, Ohio

### **Alberta Thrash**

Postsecondary Instructor  
Central State University  
Wilberforce, Ohio

# PHILOSOPHY AND PRINCIPLES

## Ohio Career Field Initiative

The overarching framework for career-technical education in Ohio is outlined in the Ohio Revised Code and subsequent administrative rules, which specify career-technical programming based on 16 career fields. To view the full text of the rule, go to [www.ode.state.oh.us](http://www.ode.state.oh.us) and type “Ohio Career-Technical and Education Administrative Rules” in the upper right corner search box. These fields provide the framework for an Ohio career field initiative that seeks to foster the educational shift needed to respond to the needs of a rapidly changing global environment.

A career field is a “grouping of occupations and broad industries based on commonalities” (see [www.careerclusters.org](http://www.careerclusters.org)). Career fields are the basis for developing both broad and specialized technical content standards that serve as a framework for curriculum, instruction, assessment and program design, addressing the needs of an entire industry and business sector. Ohio’s 16 career fields align with national efforts to broaden career-technical education, integrate career-technical education with academic study and reflect the workforce needs of today and tomorrow. For today’s students to be adequately prepared for tomorrow’s workforce, they must have an education that:

- 1. incorporates a broad, long-term conception of work in combination with the depth of specialization skills;**  
Employees need a comprehensive understanding beyond a single occupational area. Occupationally focused programming needs to be provided in a larger context, so students can generalize learning, make connections between education and work, and adapt to changes in their careers. Workplace knowledge and skills are needed to prepare employees for collaborating and problem solving while contributing to the broader business process.
- 2. emphasizes the acquisition of strong academic knowledge and skills; and**  
Academic skills provide the foundation for career success. The integration of academic content standards with career field technical content standards helps to contextualize learning for students, making English language arts, mathematics and social studies relevant to students as a means to an important end—success at work and in life.
- 3. facilitates high school to postsecondary transitions.**  
A lifetime of change means a lifetime of learning, including postsecondary education. Students need knowledge and skills for success in a variety of postsecondary options, including industry credentialing through adult education, two- and four-year college degree programs and graduate school.

## Ohio Career Field Technical Content Standards

Career field technical content standards outline the knowledge and skills needed for success within a career field, multiple pathways and, in some cases, areas of specialization. Validated by Ohio business and industry representatives in conjunction with Ohio educators, these standards are the basis for developing educational programming in Ohio secondary and postsecondary schools. The standards also serve as the framework for developing strong career pathways that connect secondary, adult and postsecondary education systems with the workplace.

While mirroring the diverse nature of each career field, all career field technical content standards documents will delineate competencies that outline the knowledge and skills that span the career field (core competencies), and those that relate to specific career field pathways (pathway competencies) core competencies include workplace readiness and 21<sup>st</sup> Century Learning.

## **Career Pathways**

A key component of the Ohio Career Field Initiative is a career pathway: a series of academic and technical career-focused coursework and other learning experiences leading to a career specialty and employment in a career field. Pathways facilitate a seamless transition from high school to postsecondary education (including adult education, two- and four-year colleges and graduate school) and from postsecondary education to the workplace.

To effectively facilitate the transition from secondary to postsecondary education and career, high school career pathways should encompass:

1. Challenging technical course work in a chosen career field, based on career field technical content standards;
2. Rigorous academics that meet Ohio’s academic content standards and grade-level expectations;
3. Electives that relate to career objectives;
4. Instructional enhancements, such as experiential and authentic learning opportunities (e.g., work-based learning, mentorships, internships) and career-technical student organization participation;
5. Opportunities (when appropriate) for program and student certification and licensure;
6. Preparation for transition to further study that includes college readiness and opportunities to earn college credit while in high school;
7. Preparation for transition to employment with advancement opportunities; and
8. Performance targets that include both high school academic and technical testing/exit requirements and postsecondary entry/placement requirements.
9. Each pathway should be described visually using an Ohio Program of Study (POS). The POS can be used by teachers, parents and students to identify the coursework the student should take at both the secondary and postsecondary levels. The POS also helps parents and students understand what coursework at the secondary level could also provide credit at selected postsecondary institutions (articulated credit).

## **Additional Information**

For additional information on the Career Field Initiative, including Ohio Career Field Technical Content Standards and Career Pathways, go to [www.ode.state.oh.us](http://www.ode.state.oh.us) and type “Ohio Career Field Initiative” in the upper-right corner search box.

## Structure and Format

The *Hospitality and Tourism Career Field Technical Content Standards* document is composed of a series of units, competencies and descriptors as follows:

- *Units* are a grouping of competencies sharing a common subject or theme;
- *Competencies* are specific knowledge and skill statements that outline the knowledge and skills needed for career success; and
- *Descriptors* follow each competency and serve to define what is meant by related competency.

Competencies that are common across the career field and/or are critical for success in the hospitality and tourism career field are referred to as core competencies. These core competencies represent the sustaining characteristics of a career field and facilitate career readiness and long-term career success by:

- Providing the basis for effective collaboration, teamwork and communication across pathways;
- Laying the groundwork for successful transfer of knowledge and skills across pathways, thereby facilitating horizontal and vertical career success; and
- Equipping students and workers with the skills needed to transition to new and emerging careers throughout a working lifetime.

In the hospitality and tourism document, core competencies include those focusing on the following:

- Business Law
- Channel Management
- Communication Skills
- Customer Relations
- Economics
- Emotional Intelligence
- Entrepreneurship
- Financial Analysis
- Marketing Communications
- Marketing Information Management
- Market Planning
- Operations
- Pricing
- Product/Service Management
- Professional Development
- Selling
- Strategic Management

**Pathway competencies** are specific to one or several pathways within a larger career field. They differentiate the academic, technical and workplace knowledge and skills that are more specific than those that are relevant to the entire career field, yet they prepare students for multiple occupational specialties.

The *Hospitality and Tourism Career Field Technical Content Standards* are built around two pathways:

- Culinary and Foodservice Operations
- Lodging and Travel Services

Core and pathway competencies form the basis for developing secondary and postsecondary programs, facilitating transition from one educational level to the next and to the workplace.

In the *Hospitality and Tourism Career Field Technical Content Standards*, business and labor representatives have designated competencies as *essential* within specific pathways and occupational areas. Educators have designated *when* (by the end of the 10<sup>th</sup> grade, 12<sup>th</sup> grade and/or Associate Degree) students should be proficient in the competency. Definitions used to make these designations appear on the following page, followed by a sample competency illustrating the layout of an actual competency.

## Definitions and Codes

### Importance of Competencies

All of the competencies in this document represent the minimum requirements for a College Tech Prep program. It is the responsibility of the local consortia to further define and/or expand, as needed, the descriptors for each competency. Each competency must be taught at the Proficient level (P) by the completion of the College Tech Prep program, which is an Associate Degree (AD).

### Determined by Business, Industry and Labor Panel (BIL)

#### Essential (E) Competency

E = Competency is needed to ensure minimal level of employment success, first-line management. Employees (defined as graduates of an associate degree program) should be able to perform this competency for career success.

### Determined by Educator Panel (EDU)

#### Grade Level

**10** = by the end of grade 10

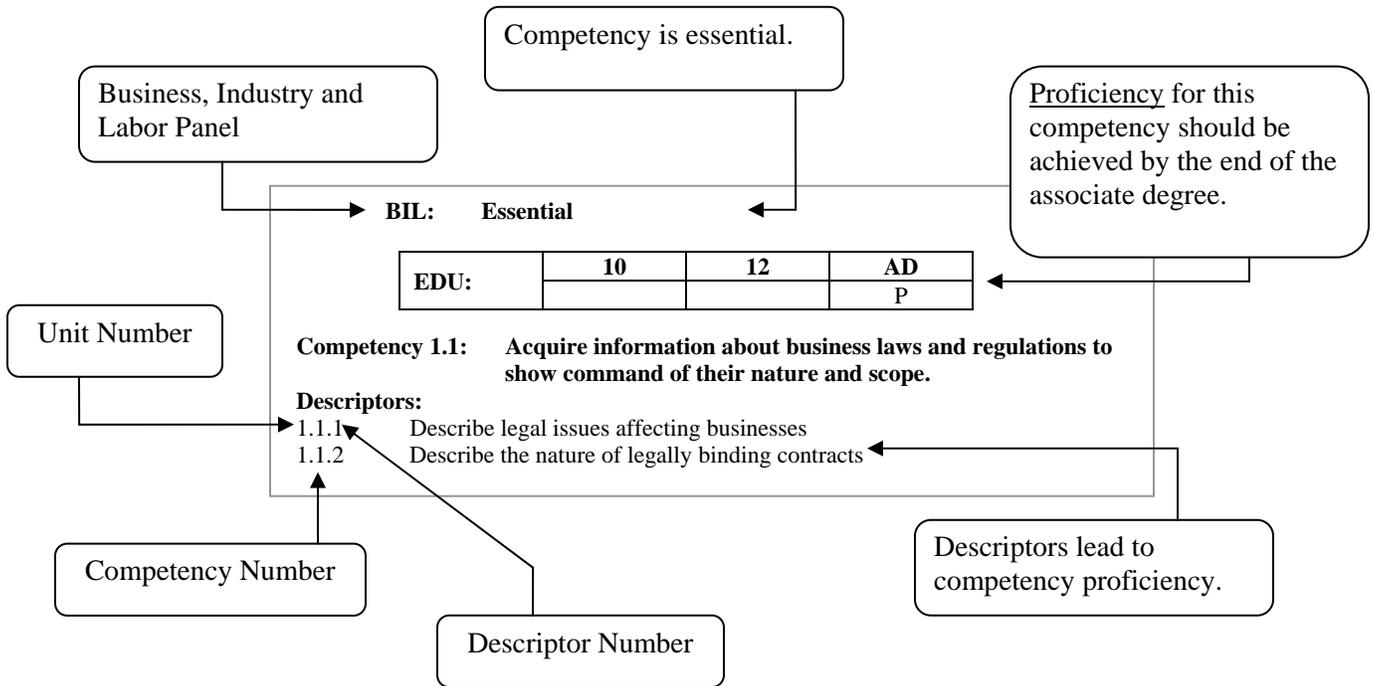
**12** = by the end of grade 12

**AD** = by the end of the associate degree program

#### Depth

**P** = Proficient or achievement of the competency; ability to apply knowledge of and/or perform the competency

# Sample Competency



# Hospitality and Tourism Definitions

## Hospitality and Tourism

Educational programs in hospitality and tourism prepare learners for careers in management, marketing and operations of restaurants and other food services, lodging, destination marketing organizations, attractions, recreation, meetings and events, transportation, and travel-related services. These career pathways include:

## Culinary and Foodservice Operations

Educational programs in culinary and foodservice operations prepare learners for careers in the art and science of food preparation and presentation. Sample occupations include:

Banquet setup employee	Maitre d'
Bartender and server	Pastry and specialty chef
Catering and banquets manager	Restaurant owner
Cook	Room service attendant
Executive chef	Wine steward
Food and beverage manager	
General manager	

## Lodging and Travel Services

Educational programs in lodging and travel services prepare learners for careers in the management, marketing and operations of lodging facilities, meetings and events and travel related services. Sample occupations include:

Bell captain	Reservationists
Convention services manager	Reservations supervisor
Destination marketer	Resort instructor
Director of sales and marketing	Room attendant
Executive housekeeper	Rooms divisions manager
Front desk representative	Sales professional
Front desk supervisor	Tour and ticket reservationist
Front office manager	Tourism marketing specialist
Gaming and casino supervisor	Travel agent
General manager	Welcome center supervisor
Guestroom attendant	
Housekeeper	

## Hospitality and Tourism Instructional Units

Page	Unit #	Unit
		<b>HOSPITALITY AND TOURISM CORE BODY OF KNOWLEDGE</b>
16	1	Business Law
19	2	Communication Skills
22	3	Customer Relations
24	4	Economics
27	5	Emotional Intelligence
32	6	Entrepreneurship
35	7	Financial Analysis
40	8	Human Resources Management
42	9	Information Management
46	10	Marketing
51	11	Marketing Communications
55	12	Market Planning
56	13	Operations
63	14	Professional Development
68	15	Selling
72	16	Strategic Management
		<b>CULINARY AND FOODSERVICE OPERATIONS PATHWAY</b>
75	17	Knowledge of the Culinary Industry
78	18	Culinary Safety and Sanitation
83	19	Culinary and Foodservice Management Operations
87	20	Information Technology
88	21	Customer Relations and Quality Services
91	22	Side Work
92	23	Nutrition and Menu Development
95	24	Culinary and Foodservice Equipment
96	25	Food Preparation Basics
101	26	Garde Manger/Pantry Chef
103	27	Main Entrees
114	28	Stocks, Soups, Sauces and Gravies
116	29	Bakery Products and Desserts

<b>Page</b>	<b>Unit #</b>	<b>Unit</b>
		<b>LODGING AND TRAVEL SERVICES PATHWAY</b>
122	30	Lodging and Travel Services Product/Service Knowledge
125	31	Lodging and Travel Services Marketing Communications
128	32	Lodging Segment/Product Knowledge
129	33	Management of Lodging Properties
131	34	Lodging Sales
134	35	Front Office Operations
142	36	Food and Beverage Operations in Lodging
146	37	Housekeeping Operations Management
150	38	Housekeeping
153	39	Laundry Services
154	40	Lodging Maintenance and Engineering
156	41	Meetings and Events at Hotels
161	42	Destinations, Meetings and Events Sales and Services
163	43	Meeting and Event Exhibits, Speakers and Entertainment
165	44	Travel-Related Services
171	45	Destination Marketing
174	46	Event Management

## Hospitality and Tourism Competency Chart

Each competency has been validated as essential by the Business, Industry and Labor (BIL) panel. Teachers and instructors from secondary and postsecondary identified the student needs to be proficient (P) in the competency: by the end of grade 10, Grade 12 or Associate Degree (AD).

### Hospitality and Tourism Core Body of Knowledge

Competency	10	12	AD	BIL
<b>Unit 1: Business Law</b>				
1.1 Acquire foundational information about business ethics, laws and regulations.		P		E
1.2 Explain the impact of contractual agreements on business.		P		E
1.3 Explore the regulatory environment of United States' businesses.		P		E
1.4 Describe types of business ownership.		P		E
1.5 Select a form of business ownership.		P		E
1.6 Explain commerce laws and regulations.			P	E
1.7 Explain human-resources laws and regulations.		P		E
1.8 Explain tax laws and regulations.			P	E
1.9 Comply with laws and regulations.		P		E
<b>Unit 2: Communication Skills</b>				
2.1 Read to acquire meaning from written material.	P			E
2.2 Interpret nonverbal behaviors.	P			E
2.3 Apply active listening skills.	P			E
2.4 Use verbal skills.	P			E
2.5 Write business correspondence.		P		E
2.6 Prepare technical written reports.		P		E
2.7 Communicate with co-workers and supervisors.	P			E
2.8 Communicate with employees to clarify their duties and responsibilities.		P		E
<b>Unit 3: Customer Relations</b>				
3.1 Foster positive relationships with customers to enhance company image.	P			E
3.2 Respond appropriately to customers to foster positive relationships.	P			E
3.3 Resolve conflicts with/for customers to encourage repeat business.		P		E
3.4 Reinforce the company's image and service culture to exhibit the company's brand promise.		P		E
3.5 Explain management's role in customer relations.		P		E
3.6 Analyze customer service standards.			P	
<b>Unit 4: Economics</b>				
4.1 Explain fundamental economic concepts.		P		E
4.2 Describe the scope of business.		P		E
4.3 Differentiate among economic systems.		P		E
4.4 Discuss the impact of government on business activities to make informed economic decisions.		P		E
4.5 Discuss impact of productivity on business decision-making.		P		E
4.6 Analyze cost/profit relationships to guide business decision-making.			P	E
4.7 Explain economic indicators to measure economic trends and conditions.			P	E
4.8 Determine global trade's impact on business decision making.		P		E

Competency		10	12	AD	BIL
<b>Unit 5: Emotional Intelligence</b>					
5.1	Foster self-understanding to recognize the impact of personal feelings on others.		P		E
5.2	Develop personal traits to foster career advancement.		P		E
5.3	Demonstrate ethics.	P			E
5.4	Manage emotional reactions to people and situations.	P			E
5.5	Identify with others' feelings, needs, and concerns.	P			E
5.6	Demonstrate respect for cultural diversity in hospitality and tourism.		P		E
5.7	Investigate different cultural styles.		P		E
5.8	Use communication skills to foster open, honest communications.			P	E
5.9	Use communication skills to influence others' point of view.			P	E
5.10	Use networking techniques to develop professional relationships.		P		E
5.11	Apply problem-solving techniques to obtain solutions to issues/questions.		P		E
5.12	Manage stressful situations.		P		E
5.13	Implement teamwork techniques.	P			E
5.14	Employ leadership skills.		P		E
5.15	Manage internal and external business relationships to foster positive interactions.		P		E
<b>Unit 6: Entrepreneurship</b>					
6.1	Examine the scope of entrepreneurship.		P		E
6.2	Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.		P		E
6.3	Develop concept for a new business venture to evaluate its success potential.		P		E
6.4	Determine needed resources for a new micro-business venture.		P		E
6.5	Determine needed resources for a new business venture.			P	E
6.6	Explain considerations in launching new business venture.		P		E
6.7	Select harvesting strategies to identify entrepreneur's role in the business venture.			P	E
<b>Unit 7: Financial Analysis</b>					
7.1	Describe the fundamental principles of money used in financial transactions.		P		E
7.2	Analyze personal financial needs and goals to determine financial requirements.		P		E
7.3	Manage personal finances.		P		E
7.4	Explain the use of financial-services providers that aid in achieving financial goals.		P		E
7.5	Use investment strategies to ensure financial well-being.		P		E
7.6	Identify potential business threats and opportunities.		P		E
7.7	Investigate risk-management strategies to protect a business.		P		E
7.8	Use strategies to manage business risk.			P	E
7.9	Explain accounting procedures needed to track money flow and to determine financial status.		P		E
7.10	Implement financial skills to understand business credit and to control its use.			P	E
7.11	Discuss the importance of financial resources.		P		E
7.12	Manage financial resources.			P	E

Competency		10	12	AD	BIL
<b>Unit 8: Human Resources Management</b>					
8.1	Implement organizational skills to facilitate others' work efforts.		P		E
8.2	Coordinate efforts of cross-functional teams.			P	E
8.3	Staff a department or business unit.			P	E
8.4	Demonstrate effective human resources management techniques to orient and train employees.		P		E
8.5	Foster staff growth and development.			P	E
8.6	Resolve staff issues/problems.			P	E
<b>Unit 9: Information Management</b>					
9.1	Use information literacy skills to increase workplace efficiency and effectiveness.		P		E
9.2	Assess the impact of technology on business activities.		P		E
9.3	Utilize computer systems.	P			E
9.4	Describe the scope of the Internet.	P			E
9.5	Use computer applications.	P			E
9.6	Utilize communications technology.		P		E
9.7	Maintain business records.		P		E
9.8	Acquire and analyze information needed for business decision-making.			P	E
<b>Unit 10: Marketing</b>					
10.1	Describe marketing's role and function in hospitality and tourism.		P		E
10.2	Explain what motivates customers' decision-making.		P		E
10.3	Explain the company's unique selling proposition to recognize what sets the company apart from its competitors.		P		E
10.4	Explain the nature of marketing research.		P		E
10.5	Evaluate the relationship between business objectives and the expected use of research outcomes.		P		E
10.6	Explain data collection methods (e.g., observation, telephone, Internet, discussion groups, interviews, scanners).		P		E
10.7	Use data collection methods.			P	E
10.8	Conduct marketing research study.			P	E
10.9	Process marketing data.			P	E
10.10	Generate product/service ideas.		P		E
10.11	Employ product/service mix strategies.		P		E
10.12	Position products and services to acquire the desired business image.		P		E
10.13	Position the company to acquire a desired business image.		P		E
10.14	Explain the scope of pricing activities.		P		E
10.15	Select, implement and evaluate pricing strategies.			P	E
<b>Unit 11: Marketing Communications</b>					
11.1	Describe marketing communications activities.		P		E
11.2	Explain marketing communications channels used to communicate promotional messages to targeted audiences.		P		E
11.3	Explain public relations activities.		P		E
11.4	Explain participation in trade shows and expositions.		P		E
11.5	Participate in a company's community outreach involvement.		P		E
11.6	Use special events to increase sales.		P		E
11.7	Explain how a website can be used to promote a business or product.		P		E
11.8	Develop marketing communications activities.		P		E
11.9	Manage e-marketing communications activities.		P		E

<b>Competency</b>		<b>10</b>	<b>12</b>	<b>AD</b>	<b>BIL</b>
11.10	Evaluate long-term and short-term results of marketing communications efforts.			P	E
<b>Unit 12: Market Planning</b>					
12.1	Explain the use of marketing strategies.		P		E
12.2	Explain the concept of market and market identification to identify targeted audiences.		P		E
<b>Unit 13: Operations</b>					
13.1	Adhere to health and safety regulations.	P			E
13.2	Follow safety procedures.	P			E
13.3	Apply sanitation procedures.	P			E
13.4	Develop policies, strategies and procedures needed to protect employee and customer safety.		P		E
13.5	Implement security policies and procedures.		P		E
13.6	Develop strategies for protecting workplace security.			P	E
13.7	Assess safety and security policies, strategies and procedures.			P	E
13.8	Utilize project-management skills.			P	E
13.9	Implement purchasing activities to obtain business supplies, equipment and services.		P		E
13.10	Manage purchasing activities.			P	E
13.11	Control the inventory and quality of supplies, materials and products.		P		E
13.12	Discuss production's role and function in business.		P		E
13.13	Implement quality-control processes.			P	E
13.14	Implement expense-control strategies.			P	E
13.15	Maintain property and equipment.		P		E
13.16	Follow basic facility operation procedures.	P			E
<b>Unit 14: Professional Development</b>					
14.1	Acquire self-development skills.	P			E
14.2	Utilize critical-thinking skills for determining the best options and/or outcomes.		P		E
14.3	Implement time management skills.	P			E
14.4	Discover the scope of the hospitality and tourism industry.		P		E
14.5	Explain reasons that people use hospitality and tourism services.		P		E
14.6	Investigate the positive and negative impacts of the hospitality and tourism industry on the local, regional, state, national and international environments.		P		E
14.7	Summarize the structure and functions of the hospitality and tourism industry.		P		E
14.8	Explain departmental activities in hospitality and tourism by following the path of the customer.		P		E
14.9	Participate in career-planning.	P			E
14.10	Implement job-seeking skills to obtain employment.	P			E
14.11	Discover professional development opportunities.		P		E
14.12	Discuss steps to take when leaving a job.	P			E
<b>Unit 15: Selling</b>					
15.1	Describe the scope of sales activities.		P		E
15.2	Acquire product/service knowledge.	P			E
15.3	Differentiate between consumer and business buying behavior.		P		E
15.4	Explain sales processes used to enhance customer relationships and to increase the likelihood of making sales.		P		E
15.5	Perform pre-sales activities.			P	E

<b>Competency</b>		<b>10</b>	<b>12</b>	<b>AD</b>	<b>BIL</b>
15.6	Discuss the importance of responding to requests for proposals (RFPs).		P		E
15.7	Respond to requests for proposals.			P	E
15.8	Sell a good, service or idea to an individual and/or to groups.		P		E
15.9	Process the sales transactions.		P		E
15.10	Conduct post-sales follow-up activities.		P		E
<b>Unit 16: Strategic Management</b>					
16.1	Recognize management's role to understand its contribution to business success.		P		E
16.2	Utilize planning tools to guide an organization's or department's activities.			P	E
16.3	Identify and benchmark key performance indicators.			P	E
16.4	Control an organization's/department's activities.			P	E

## Culinary and Foodservice Operations Pathway

Competency	10	12	AD	BIL
<b>Unit 17: Knowledge of the Culinary Industry</b>				
17.1 Explain the history of the culinary and foodservice industry and its relationship to world history.	P			E
17.2 Examine trends and issues in the culinary and foodservice industry.	P			E
17.3 Identify culinary and foodservice career opportunities.	P			E
17.4 Examine ethnic, religious, regional and international cuisines.		P		E
17.5 Examine “green” principles commonly followed in eco-friendly foodservice operations.		P		E
<b>Unit 18: Culinary Safety and Sanitation</b>				
18.1 Examine safety procedures.	P			E
18.2 Maintain compliance with health codes.	P			E
18.3 Perform sanitation duties.	P			E
18.4 Control pests.	P			E
18.5 Explain the Hazard Analysis Critical Control Point (HACCP) system.	P			E
18.6 Follow the hazard analysis critical control point (HACCP) system.	P			E
18.7 Implement waste management procedures.	P			E
18.8 Maintain a safe work environment.	P			E
18.9 Demonstrate knowledge of fire safety procedures.	P			E
<b>Unit 19: Culinary and Foodservice Management Operations</b>				
19.1 Maintain culinary and foodservice operations records.		P		E
19.2 Analyze culinary and foodservice operations records.			P	E
19.3 Describe cost controls.		P		E
19.4 Analyze cost controls.			P	E
19.5 Follow basic foodservice operations procedures.		P		E
19.6 Explore food and supply procurement.		P		E
19.7 Assist in the procurement of food and supplies.			P	E
19.8 Order food, supplies and equipment.			P	E
19.9 Receive food and supplies.		P		E
19.10 Store foods and supplies.		P		E
<b>Unit 20: Information Technology</b>				
20.1 Discuss software applications in culinary and foodservice operations.		P		E
20.2 Utilize software applications in culinary and foodservice operations.			P	E
20.3 Locate recipes and product information online.	P			E
20.4 Utilize online recipes and product information for menu planning.		P		E
<b>Unit 21: Customer Relations and Quality Services</b>				
21.1 Process customer orders.		P		E
21.2 Provide table service.		P		E
21.3 Provide the services required by special situations.		P		E
21.4 Provide banquet and catering services.		P		E
21.5 Provide wine service as requested by customers.			P	E
21.6 Monitor the consumption of alcoholic beverages by customers.			P	E
<b>Unit 22: Side Work</b>				
22.1 Maintain the dining room.	P			E
22.2 Maintain the beverage station.	P			E
22.3 Maintain service items.	P			E

Competency		10	12	AD	BIL
<b>Unit 23: Nutrition and Menu Development</b>					
23.1	Explain nutritional issues.		P		E
23.2	Apply nutritional information to menu planning for an event or activity.		P		E
23.3	Apply nutritional information to menu planning for a restaurant/foodservice operation.			P	E
23.4	Develop standardized recipes.		P		E
23.5	Develop menu(s) for an event or activity.		P		E
23.6	Develop restaurant menus.			P	E
23.7	Calculate costs for an event or activity.		P		E
23.8	Calculate restaurant costs.			P	E
<b>Unit 24: Culinary and Foodservice Equipment</b>					
24.1	Demonstrate safe operation of food preparation equipment.		P		E
24.2	Demonstrate operation of nonfood kitchen equipment.		P		E
<b>Unit 25: Food Preparation Basics</b>					
25.1	Apply calculations essential for an event or activity.		P		E
25.2	Apply calculations essential for a restaurant.		P		E
25.3	Demonstrate artistic presentation.		P		E
25.4	Explain basic food science principles.		P		E
25.5	Demonstrate food science principles in food preparation.		P		E
25.6	Explain food preservation methods.		P		E
25.7	Demonstrate food preservation methods.			P	E
25.8	Apply effective mise en place skills.	P			E
25.9	Demonstrate various cutting techniques.	P			E
25.10	Apply basic cooking techniques.		P		E
25.11	Apply advanced cooking techniques.			P	E
<b>Unit 26: Garde Manger/Pantry Chef</b>					
26.1	Prepare salads and dressings.		P		E
26.2	Prepare basic hors d'oeuvres.		P		E
26.3	Prepare a variety of advanced hors d'oeuvres.			P	E
26.4	Prepare sandwiches and trays of sandwich ingredients.		P		E
<b>Unit 27: Main Entrees</b>					
27.1	Prepare egg dishes.		P		E
27.2	Utilize milk products.		P		E
27.3	Prepare basic cheese dish(es).		P		E
27.4	Prepare a variety of advanced cheese dishes.			P	E
27.5	Prepare fruit dish(es).		P		E
27.6	Prepare a variety of advanced fruit dishes.			P	E
27.7	Prepare vegetable dish(es).		P		E
27.8	Prepare a variety of advanced vegetable dishes.			P	E
27.9	Prepare pasta dishes.		P		E
27.10	Prepare grain and cereal dishes.		P		E
27.11	Prepare rice dishes.		P		E
27.12	Prepare legume dishes.		P		E
27.13	Prepare potato dishes.		P		E
27.14	Prepare basic vegetarian dish(es).		P		E
27.15	Prepare a variety of advanced vegetarian dishes.			P	E
27.16	Prepare basic meat dish(es).		P		E

<b>Competency</b>		<b>10</b>	<b>12</b>	<b>AD</b>	<b>BIL</b>
27.17	Prepare a variety of advanced meat dishes.			P	E
27.18	Prepare basic poultry dish(es).		P		E
27.19	Prepare a variety of advanced poultry dishes.			P	E
27.20	Prepare basic seafood dish(es).		P		E
27.21	Prepare a variety of advanced seafood dishes.			P	E
27.22	Discuss the preparation of game dishes.			P	E
27.23	Prepare game dishes.			P	E
<b>Unit 28: Stocks, Soups, Sauces and Gravies</b>					
28.1	Prepare stocks.		P		E
28.2	Prepare soups.		P		E
28.3	Prepare sauces.		P		E
<b>Unit 29: Bakery Products and Desserts</b>					
29.1	Apply basic principles of baking.		P		E
29.2	Apply advanced principles of baking.			P	E
29.3	Prepare non-yeast products.		P		E
29.4	Prepare basic yeast products (e.g., raised breads, rolls, doughnuts).		P		E
29.5	Prepare a variety of advanced yeast products (e.g., raised breads, rolls, doughnuts).			P	E
29.6	Prepare cookies.		P		E
29.7	Prepare basic cakes.		P		E
29.8	Prepare a variety of advanced cakes.			P	E
29.9	Prepare and apply basic finishes and decorations.		P		E
29.10	Prepare and apply a variety of advanced finishes and decorations.			P	E
29.11	Prepare basic pies, pastries and meringues.		P		E
29.12	Prepare a variety of advanced pies, pastries and meringues.			P	E
29.13	Prepare basic specialty desserts.		P		E
29.14	Prepare advanced specialty desserts.			P	E
29.15	Prepare commercial mixes.		P		E

(Continued)

## Lodging and Travel Services Pathway

Competency		10	12	AD	BIL
<b>Unit 30: Lodging and Travel Services Product/Service Knowledge</b>					
30.1	Describe the scope, trends and issues in the lodging and travel services industry.		P		E
30.2	Summarize the major duties and qualifications for positions in the lodging and travel services industry.		P		E
30.3	Assimilate lodging and travel services terminology into professional communications with others.		P		E
30.4	Explain product/service options available to lodging and travel services customers.		P		E
30.5	Incorporate the products and/or services of complementary businesses into the provision of lodging and travel services.		P		E
30.6	Explain community elements essential to maintaining lodging and travel services development efforts.		P		E
30.7	Acquire information from a variety of sources about domestic and international locations.		P		E
<b>Unit 31: Lodging and Travel Services Marketing Communications</b>					
31.1	Plan and produce promotional literature and publications.		P		E
31.2	Create public relations activities.		P		E
31.3	Implement public relations activities			P	E
31.4	Develop content for a service-based Web site.		P		E
31.5	Prepare for a trade show.			P	E
31.6	Prepare press trips and visits.			P	E
31.7	Develop and implement public relations crisis management plan.			P	E
<b>Unit 32: Lodging Segment/Product Knowledge</b>					
32.1	Analyze the organization and structures of different types of lodging.		P		E
32.2	Explain the lodging “product.”		P		E
32.3	Explain the characteristics of different types of lodging.		P		E
<b>Unit 33: Management of Lodging Properties</b>					
33.1	Describe the role and responsibilities of lodging managers.		P		E
33.2	Describe lodging accounting processes.		P		E
33.3	Manage the property’s finances.			P	E
33.4	Describe basic legal considerations in lodging management.		P		E
33.5	Forecast occupancy and manage yield.			P	E
<b>Unit 34: Lodging Sales</b>					
34.1	Identify essential internal communication activities in lodging sales.		P		E
34.2	Describe the sales opportunities available to the lodging segment.		P		E
34.3	Discuss meeting products and services.		P		E
34.4	Sell lodging products and services to one or two small accounts.		P		E
34.5	Sell lodging products and services to large or to key accounts.			P	E
34.6	Explain the use of a familiarization (FAM) tour.		P		E
34.7	Create a familiarization (FAM) tour.			P	E
<b>Unit 35: Front Office Operations</b>					
35.1	Analyze sources of reservations.		P		E
35.2	Complete a customer reservation.		P		E
35.3	Complete steps in the registration cycle.		P		E
35.4	Explain how a guest accounting system is used to create accounts.		P		E
35.5	Maintain records and accounts.		P		E

Competency		10	12	AD	BIL
35.6	Follow cash control procedures.		P		E
35.7	Follow procedures for providing services for arriving guests.		P		E
35.8	Provide services for arriving guests.			P	E
35.9	Provide services for guests while they are staying at the property.		P		E
35.10	Follow procedures for providing services for departing guests.		P		E
35.11	Provide services for departing guests.			P	E
35.12	Conduct checkout processes.		P		E
35.13	Follow procedures to maintain front office security.		P		E
35.14	Manage front office security.			P	E
35.15	Evaluate front office operations.			P	E
35.16	Explain the purpose of a night audit.		P		E
35.17	Complete a night audit.			P	E
<b>Unit 36: Food and Beverage Operations in Lodging</b>					
36.1	Describe the importance of the food and beverage departments in the lodging industry.	P			E
36.2	Explain the functions of the food and beverage department.	P			E
36.3	Assess the role of the menu as a marketing and planning tool.	P			E
36.4	Provide table service.		P		E
36.5	Perform side work.		P		E
36.6	Set up meeting and banquet rooms.		P		E
36.7	Cater banquets.		P		E
36.8	Provide room service or in-room dining.		P		E
<b>Unit 37: Housekeeping Operations Management</b>					
37.1	Describe the role of housekeeping operations in lodging.	P			E
37.2	Maintain safety and security standards in housekeeping.	P			E
37.3	Create standards and procedures for effective housekeeping operations.		P		E
37.4	Monitor the use of standards for effective housekeeping operations.		P		E
37.5	Create and maintain productivity standards.			P	E
37.6	Manage housekeeping staff.			P	E
37.7	Conduct a physical inventory.		P		E
37.8	Manage inventory.			P	E
37.9	Evaluate and control housekeeping expenses.			P	E
<b>Unit 38: Housekeeping</b>					
38.1	Prepare to clean guest room, according to industry standards.		P		E
38.2	Clean bathroom to industry standards.		P		E
38.3	Clean bedroom to industry standards.		P		E
38.4	Clean public areas to industry standards.		P		E
38.5	Complete special assignments to industry standards.		P		E
38.6	Complete end-of-shift responsibilities.		P		E
<b>Unit 39: Laundry Services</b>					
39.1	Process dirty laundry.		P		E
39.2	Process cleaned laundry.		P		E
39.3	Complete fulfillment responsibilities.		P		E
<b>Unit 40: Lodging Maintenance and Engineering</b>					
40.1	Assess the importance of physical facilities in the guest experience.		P		E
40.2	Evaluate and manage physical facilities.			P	E
40.3	Identify ways of managing waste at lodging facilities.		P		E

Competency		10	12	AD	BIL
<b>Unit 41: Meetings and Events at Hotels</b>					
41.1	Explain types of meetings.	P			E
41.2	Determine attendee's needs and interests.	P			E
41.3	Establish goals and objectives of meeting/event.			P	E
41.4	Select a geographic region that is accessible and affordable.			P	E
41.5	Plan program content for meeting/event.		P		E
41.6	Evaluate the role of the résumé and/or the banquet event order (BEO).		P		E
41.7	Describe strategies for managing transportation services.		P		E
41.8	Determine requirements for room setups.		P		E
41.9	Determine audiovisual requirements.		P		E
41.10	Evaluate needs to accommodate registrations.		P		E
41.11	Describe shipping and receiving arrangements.		P		E
41.12	Monitor meeting or banquet function.		P		E
41.13	Identify strategies for evaluating the performance of event and meeting operations.			P	E
<b>Unit 42: Destinations, Meetings and Events Sales and Services</b>					
42.1	Describe items that generate sales and services at events and meetings.		P		E
42.2	Collaborate with a caterer for services.			P	E
42.3	Determine the parameters of an event's food and beverage needs.			P	E
42.4	Manage sales activities.			P	E
42.5	Discuss procedures for managing vendor operations.			P	E
<b>Unit 43: Meeting and Event Exhibits, Speakers and Entertainment</b>					
43.1	Describe the value-added attraction that exhibits provide to events.		P		E
43.2	Explain procedures for organizing exhibit operations.			P	E
43.3	Develop strategies for managing exhibit operations.			P	E
43.4	Explain procedures for arranging entertainment.			P	E
43.5	Implement procedures to arrange speakers.			P	E
<b>Unit 44: Travel Related Services</b>					
44.1	Describe the components of the travel services segment.		P		E
44.2	Explain the role of tourist information centers in the travel services segment.		P		E
44.3	Summarize activities that appeal to travel services customers.		P		E
44.4	Relate the role of group tour operators in the travel services segment.		P		E
44.5	Explain the role travel agents and counselors serve in travel services.		P		E
44.6	Describe resources utilized by travel agents.			P	E
44.7	Explain how physical and cultural factors influence the choice of tourism sites.		P		E
44.8	Determine the environments of primary tourist destinations.		P		E
44.9	Promote package tours and travel services.			P	E
44.10	Describe constraints that affect planning a client's itinerary.		P		E
44.11	Use technical systems commonly utilized in the travel services segment.			P	E
44.12	Create customized travel and tourism package for a customer.		P		E
44.13	Plan a client's itinerary.		P		E
44.14	Explain the traveler's buying process.		P		E
44.15	Advise clients on destinations and travel arrangements.			P	E
44.16	Evaluate the role insurance serves in the travel services segment.			P	
44.17	Resolve travel issues for clients.			P	E
44.18	Analyze customer satisfaction with travel services.		P		E

<b>Competency</b>		<b>10</b>	<b>12</b>	<b>AD</b>	<b>BIL</b>
<b>Unit 45: Destination Marketing</b>					
45.1	Explore the nature of destinations.		P		E
45.2	Examine the role of destination marketing organizations (DMOs) and convention and visitors bureaus (CVBs).		P		E
45.3	Discuss DMOs' and CVBs' considerations in reporting to a board of directors.			P	E
45.4	Explain DMOs' and CVBs' promotional and public-relations activities.		P		E
45.5	Identify DMO's target markets.			P	E
45.6	Develop a marketing plan.			P	E
45.7	Evaluate results of a marketing plan.			P	E
<b>Unit 46: Event Management</b>					
46.1	Plan events.			P	E
46.2	Develop a fundraising plan for yearly and/or special events.			P	E
46.3	Raise funds for a yearly and/or special event.			P	E
46.4	Describe the nature and scope of sponsorships.			P	E
46.5	Secure event sponsors.			P	E
46.6	Write grants.			P	E
46.7	Manage event's media relations.			P	E
46.8	Examine the role volunteers have in event operations.			P	E

**Hospitality and Tourism  
Career Field  
Core  
Competencies**

## Unit 1: Business Law

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 1.1: Acquire foundational information about business ethics, laws and regulations.**

**Descriptors:**

- 1.1.1 Explain the nature of business ethics and social responsibility.
- 1.1.2 Differentiate between legal and ethical issues and situations.
- 1.1.3 Describe legal issues affecting businesses.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 1.2: Explain the impact of contractual agreements on business.**

**Descriptors:**

- 1.2.1 Describe the nature of legally-binding contracts.
- 1.2.2 Describe different types of contracts.
- 1.2.3 Discuss the requirements for a binding, legal agreement.
- 1.2.4 Explain indications of a default or breach of contract.
- 1.2.5 Describe the role of dispute resolution.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 1.3: Explore the regulatory environment of United States' businesses.**

**Descriptors:**

- 1.3.1 Describe the legal procedure followed in the United States.
- 1.3.2 Discuss debtor-creditor relationships.
- 1.3.3 Discuss environmental law.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 1.4: Describe types of business ownership.**

**Descriptors:**

- 1.4.1 Identify types of business ownership.
- 1.4.2 List types of businesses that would probably use a sole proprietorship form of ownership.
- 1.4.3 Explain the purposes of forming a partnership.
- 1.4.4 Describe types of partnership arrangements.
- 1.4.5 Describe the process for forming a corporation.
- 1.4.6 Describe forms of corporations.
- 1.4.7 Explain ways in which corporations grow.
- 1.4.8 Describe the importance of franchises in our society.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 1.5: Select a form of business ownership.**

**Descriptors:**

- 1.5.1 Describe the advantages and disadvantages of sole proprietorships.
- 1.5.2 Describe the advantages and disadvantages of partnerships.
- 1.5.3 Discuss the advantages and disadvantages of corporations.
- 1.5.4 Explain the advantages and disadvantages of hybrid forms of business ownership.
- 1.5.5 Explain factors that affect the choice of ownership form.
- 1.5.6 Demonstrate procedures for selecting a form of business ownership.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 1.6: Explain commerce laws and regulations.**

**Descriptors:**

- 1.6.1 Explain the nature of trade regulations.
- 1.6.2 Describe the impact of antitrust legislation.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 1.7: Explain human resources laws and regulations.**

**Descriptors:**

- 1.7.1 Describe harassment and stereotyping in the work environment.
- 1.7.2 Discuss workers' compensation requirements and forms.
- 1.7.3 Explain standards of worker confidentiality and privacy.
- 1.7.4 Explain the role of equal opportunity employment.
- 1.7.5 Describe regulations dealing with employee discrimination.
- 1.7.6 Explain regulations dealing with worker safety, including OSHA.
- 1.7.7 Describe regulations dealing with access to a building and its facilities (e.g., ADA).
- 1.7.8 Discuss the impact of labor laws on business.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 1.8: Explain tax laws and regulations.**

**Descriptors:**

- 1.8.1 Explain the nature of tax regulations on business.
- 1.8.2 Explain the nature of businesses' reporting requirements.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 1.9: Comply with laws and regulations.**

**Descriptors:**

- 1.9.1 Identify sources that can assist with compliance of laws and regulations.
- 1.9.2 Discuss the ramifications of unethical and/or illegal behavior.
- 1.9.3 Develop strategies for legal and government compliance.

## Unit 2: Communication Skills

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 2.1: Read to acquire meaning from written material.**

**Descriptors:**

- 2.1.1 Identify sources that provide current relevant, valid written material.
- 2.1.2 Interpret information found in written material (e.g., recipes, operational manuals, MSDS forms, inventory control sheets, menus, correspondence and training manuals).
- 2.1.3 Apply written directions to complete tasks.
- 2.1.4 Analyze company resources to ascertain policies and procedures.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 2.2: Interpret nonverbal behaviors.**

**Descriptors:**

- 2.2.1 Identify nonverbal cues.
- 2.2.2 Observe eye contact, facial expressions, posture, gestures and other body language.
- 2.2.3 Describe the message conveyed by nonverbal behaviors.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 2.3: Apply active listening skills.**

**Descriptors:**

- 2.3.1 Differentiate between hearing and listening.
- 2.3.2 Identify the effects of physical, social and psychological factors on the ability to listen.
- 2.3.3 Explain communication techniques that support and encourage a speaker.
- 2.3.4 Paraphrase information to confirm understanding.
- 2.3.5 Ask questions to seek or confirm understanding.
- 2.3.6 Use body language to show interest in what a speaker is saying.
- 2.3.7 Record and summarize information in written notes.
- 2.3.8 Follow oral directions and/or respond in a positive way with clear, concise comments.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 2.4: Use verbal skills.**

**Descriptors:**

- 2.4.1 Explain the nature of effective verbal communications.
- 2.4.2 Explain communication styles.
- 2.4.3 Ask relevant questions.
- 2.4.4 Provide legitimate responses to inquiries.
- 2.4.5 Give verbal directions.
- 2.4.6 Employ communication styles appropriate to target audience.
- 2.4.7 Defend ideas objectively.
- 2.4.8 Handle telephone calls in a businesslike manner.
- 2.4.9 Participate in group discussions.
- 2.4.10 Make oral presentations.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 2.5: Write business correspondence.**

**Descriptors:**

- 2.5.1 Explain the nature of effective written communications.
- 2.5.2 Select and utilize appropriate formats for professional writing.
- 2.5.3 Write professional electronic correspondence (e.g., e-mails, social media postings, etc.).
- 2.5.4 Write business letters.
- 2.5.5 Write informational messages.
- 2.5.6 Write inquiries.
- 2.5.7 Write persuasive messages.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 2.6: Prepare technical written reports.**

**Descriptors:**

- 2.6.1 Identify types of technical written reports.
- 2.6.2 Determine needed components of technical reports.
- 2.6.3 Identify stance and purpose of relevant resources and research.
- 2.6.4 Utilize note-taking strategies.
- 2.6.5 Calculate and interpret descriptive statistics to communicate and support predictions and conclusions.
- 2.6.6 Write and proof technical reports.
- 2.6.7 Utilize tables, charts and graphs to clarify textual explanations and support arguments.
- 2.6.8 Prepare simple written reports.
- 2.6.9 Write business proposals.
- 2.6.10 Write complex reports.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 2.7: Communicate with co-workers and supervisors.**

**Descriptors:**

- 2.7.1 Explain the nature of appropriate staff communication.
- 2.7.2 Choose an appropriate channel for workplace communication.
- 2.7.3 Participate in an internal meeting.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 2.8: Communicate with employees to clarify their duties and responsibilities.**

**Descriptors:**

- 2.8.1 Provide directions for completing job tasks.
- 2.8.2 Update employees on business and economic trends.
- 2.8.3 Conduct an internal meeting.

### Unit 3: Customer Relations

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 3.1: Foster positive relationships with customers to enhance company image.**

**Descriptors:**

- 3.1.1 Explain the nature of positive customer relations.
- 3.1.2 Demonstrate a customer mindset.
- 3.1.3 Generate examples of a proactive approach to guest services.
- 3.1.4 Anticipate customer needs.
- 3.1.5 Determine how to exceed customer expectations.
- 3.1.6 Explain why customer service standards and procedures are important to good customer service.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 3.2: Respond appropriately to customers to foster positive relationships.**

**Descriptors:**

- 3.2.1 Reinforce service orientation through communication.
- 3.2.2 Respond to customer inquiries.
- 3.2.3 Interpret business policies to customers and/or clients.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 3.3: Resolve conflicts with and for customers to encourage repeat business.**

**Descriptors:**

- 3.3.1 Explain the chain of command to follow when dealing with customer service issues.
- 3.3.2 Handle difficult customers.
- 3.3.3 Handle customer/client complaints.
- 3.3.4 Diffuse and resolve critical situations.
- 3.3.5 Discuss service recovery in the hospitality and tourism industry.
- 3.3.6 Implement service recovery strategies.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 3.4: Reinforce the company’s image and service culture to exhibit the company’s brand promise.**

**Descriptors:**

- 3.4.1 Discuss the relationship between employee performance and company image.
- 3.4.2 Identify the company’s brand promise.
- 3.4.3 Determine ways of reinforcing the company’s image.
- 3.4.4 Reinforce the company’s image through employee performance.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 3.5: Explain management’s role in customer relations.**

**Descriptors:**

- 3.5.1 Describe management’s role in developing policies that will impact customer relations.
- 3.5.2 Explain types of policies that affect customer relations.
- 3.5.3 Describe techniques and strategies for rewarding employees for developing effective customer relationships.
- 3.5.4 Describe the impact of management’s actions on all aspects of customer service.
- 3.5.5 Discuss ways that management can demonstrate a commitment to customer service standards.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 3.6: Analyze customer service standards.**

**Descriptors:**

- 3.6.1 Collect and analyze customer service data.
- 3.6.2 Examine customer behavior (e.g., habits, purchasing patterns, needs).
- 3.6.3 Identify gaps in customer satisfaction, expectations, business performance and customer-perceived value.
- 3.6.4 Recommend ways to eliminate gaps in customer satisfaction, expectations, business performance and customer-perceived value.
- 3.6.5 Address customer service problems.
- 3.6.6 Use continuous improvement strategies and plans to monitor customer service.

## Unit 4: Economics

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 4.1: Explain fundamental economic concepts.**

**Descriptors:**

- 4.1.1 Distinguish between economic goods and services.
- 4.1.2 Explain the concept of economic resources.
- 4.1.3 Describe the concepts of economic scarcity, choice and economic activities.
- 4.1.4 Determine economic utilities created by business activities.
- 4.1.5 Discuss the interactions of supply, demand and price.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 4.2: Describe the scope of business.**

**Descriptors:**

- 4.2.1 Explain the role of business in society.
- 4.2.2 Describe types of business activities.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 4.3: Differentiate among economic systems.**

**Descriptors:**

- 4.3.1 Explain the types of economic systems.
- 4.3.2 Explain the concept of private enterprise.
- 4.3.3 Identify factors affecting a business' profit.
- 4.3.4 Determine factors affecting business risk.
- 4.3.5 Explain the concept of competition (i.e., pure, monopoly, oligopoly).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 4.4: Discuss the impact of government on business activities.**

**Descriptors:**

- 4.4.1 Determine the relationship between government and business.
- 4.4.2 Describe the nature of taxes.
- 4.4.3 Discuss the nature of monetary policy.
- 4.4.4 Explain the role of the Federal Reserve System.
- 4.4.5 Explain the concept of fiscal policies.
- 4.4.6 Describe the effects of fiscal and monetary policies.
- 4.4.7 Discuss the effects of the federal government's budget deficit.
- 4.4.8 Explain the concept of long-run growth and policies that affect business growth.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 4.5: Discuss impact of productivity on business decision-making.**

**Descriptors:**

- 4.5.1 Explain the concept of productivity.
- 4.5.2 Describe the concept of economies of scale.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 4.6: Analyze cost/profit relationships to guide business decision-making.**

**Descriptors:**

- 4.6.1 Analyze the effects of government expenditures and tax policies on productivity.
- 4.6.2 Analyze the impact of specialization and division of labor on productivity.
- 4.6.3 Explain the economic concepts of efficiency and equity.
- 4.6.4 Explain the concept of organized labor and business.
- 4.6.5 Explain the impact of the law of diminishing returns.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 4.7: Explain economic indicators to measure economic trends and conditions.**

**Descriptors:**

- 4.7.1 Explain measures used to analyze economic conditions, including the level of income, the level of employment, the unemployment rate, the natural rate of unemployment, the price level, the inflation rate, productivity and the rate of interest.
- 4.7.2 Discuss the measure of consumer spending as an economic indicator.
- 4.7.3 Discuss the impact of a nation's unemployment rates.
- 4.7.4 Describe the economic impact of inflation on business.
- 4.7.5 Explain the economic impact of interest rate fluctuations.
- 4.7.6 Determine the impact of business cycles on business strategies and activities.
- 4.7.7 Explain how monetary and fiscal policies can be used to regulate business cycles.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 4.8: Determine global trade's impact on business decision-making.**

**Descriptors:**

- 4.8.1 Explain the concept of global trade.
- 4.8.2 Describe the impact of a nation's government policies, political situation and economic condition on international business.
- 4.8.3 Describe geographic factors that affect international hospitality and tourism.
- 4.8.4 Discuss the impact of cultural and social environments on world trade.
- 4.8.5 Explain the impact of the Internet on international business.
- 4.8.6 Describe legal issues related to international e-commerce.
- 4.8.7 Explain the effects of different types of international agreements on business.
- 4.8.8 Describe the factors that determine exchange rates and their effects on the domestic and international business.
- 4.8.9 Explain labor issues associated with global trade.
- 4.8.10 Describe the impact of regional trade organizations on global trade.
- 4.8.11 Apply economic reasoning to better understand and critically evaluate real world circumstances and events.

## Unit 5: Emotional Intelligence

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 5.1: Foster self-understanding to recognize the impact of personal feelings on others.**

**Descriptors:**

- 5.1.1 Describe the nature of emotional intelligence.
- 5.1.2 Explain the concept of self-esteem.
- 5.1.3 Identify personal biases and stereotypes.
- 5.1.4 Assess personal strengths and weaknesses.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 5.2: Develop personal traits that foster career advancement.**

**Descriptors:**

- 5.2.1 Identify desirable personality traits important to business.
- 5.2.2 Exhibit self-confidence.
- 5.2.3 Demonstrate interest and enthusiasm.
- 5.2.4 Demonstrate initiative.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 5.3: Demonstrate ethics.**

**Descriptors:**

- 5.3.1 Demonstrate responsible behavior.
- 5.3.2 Demonstrate honesty and integrity.
- 5.3.3 Demonstrate ethical work habits.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 5.4: Manage emotional reactions to people and situations.**

**Descriptors:**

- 5.4.1 Maintain a positive attitude.
- 5.4.2 Demonstrate self-control.
- 5.4.3 Explain the use of feedback for personal growth.
- 5.4.4 Adjust to change.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 5.5: Identify with others' feelings, needs and concerns.**

**Descriptors:**

- 5.5.1 Respect the privacy of others.
- 5.5.2 Show empathy for others.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 5.6: Demonstrate respect for cultural diversity in hospitality and tourism.**

**Descriptors:**

- 5.6.1 Define culture and cultural diversity.
- 5.6.2 Categorize components of culture, including religious customs, dietary habits and traditions.
- 5.6.3 Value the differences in others.
- 5.6.4 Exhibit cultural sensitivity.
- 5.6.5 Implement strategies for increasing multicultural awareness.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 5.7: Investigate different cultural styles.**

**Descriptors:**

- 5.7.1 Identify common hand gestures and body language positions that are unacceptable in another culture.
- 5.7.2 Illustrate personal space preferences when conversing with individuals from other cultures (e.g., Latin Americans versus North Americans).
- 5.7.3 Examine cultural expectations of other areas, regions and countries to help avoid social improprieties.
- 5.7.4 Examine behaviors and dress in other areas, regions and countries to appreciate lifestyle preferences.
- 5.7.5 Identify social and cultural issues that affect the conduct of business.
- 5.7.6 Describe business practices in different cultures.
- 5.7.7 Describe ways to receive business visitors in different countries.
- 5.7.8 Describe the negotiation tactics and decision-making processes used in various cultures.
- 5.7.9 Describe types of business relationships maintained in various cultures.
- 5.7.10 Compare and contrast business entertainment practices in various parts of the world.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 5.8: Use communication skills to foster open, honest communications.**

**Descriptors:**

- 5.8.1 Explain the nature of effective communications.
- 5.8.2 Explain ethical considerations in providing information.
- 5.8.3 Identify the customs that impact communication styles.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 5.9: Use communication skills to influence others' point of view.**

**Descriptors:**

- 5.9.1 Persuade others.
- 5.9.2 Demonstrate negotiation skills.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 5.10: Use networking techniques to develop professional relationships.**

**Descriptors:**

- 5.10.1 Explain the importance of professional networking.
- 5.10.2 Identify ways that people network.
- 5.10.3 Develop a personal “elevator speech.”
- 5.10.4 Use social media to network.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 5.11: Apply problem-solving techniques to obtain solutions to issues and questions.**

**Descriptors:**

- 5.11.1 Explain the use of problem-solving techniques in business.
- 5.11.2 Recognize that problems have multiple possible solutions.
- 5.11.3 Describe how to select the optimal solution to a problem.
- 5.11.4 Demonstrate problem-solving skills.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 5.12: Manage stressful situations.**

**Descriptors:**

- 5.12.1 Explain the nature of stress management.
- 5.12.2 Apply stress management techniques to the appropriate situation.
- 5.12.3 Recognize that most negative situations are not meant as personal affronts.
- 5.12.4 Recognize that a guest’s perception is her/his reality.
- 5.12.5 Focus on the guest’s perspective during stressful situations.
- 5.12.6 Use appropriate assertiveness.
- 5.12.7 Use conflict resolution skills.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 5.13: Implement teamwork techniques.**

**Descriptors:**

- 5.13.1 Define teamwork as it occurs in various situations.
- 5.13.2 Participate as a team member.
- 5.13.3 Use consensus building skills.
- 5.13.4 Encourage team building.
- 5.13.5 Motivate team members.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 5.14: Employ leadership skills.**

**Descriptors:**

- 5.14.1 Explain the concept of leadership.
- 5.14.2 Distinguish between leadership and management.
- 5.14.3 Determine personal vision.
- 5.14.4 Demonstrate adaptability.
- 5.14.5 Demonstrate a goal orientation.
- 5.14.6 Demonstrate skills to lead positive, needed changes.
- 5.14.7 Develop an action plan to accomplish benchmarks.
- 5.14.8 Lead by example.
- 5.14.9 Enlist others in working toward a shared vision.
- 5.14.10 Recognize and reward others for their efforts and contributions.
- 5.14.11 Demonstrate coaching skills.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 5.15: Manage internal and external business relationships to foster positive interactions.**

**Descriptors:**

- 5.15.1 Treat others fairly at work.
- 5.15.2 Describe ethics in human resources issues.
- 5.15.3 Foster positive working relationships.
- 5.15.4 Determine and respond appropriately to diversity (e.g., personality, age, gender, region).
- 5.15.5 Maintain collaborative partnerships with colleagues.
- 5.15.6 Explain the impact of political relationships within an organization.
- 5.15.7 Explain the nature of organizational culture.

## Unit 6: Entrepreneurship

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 6.1: Examine the scope of entrepreneurship.**

**Descriptors:**

- 6.1.1 Discuss abilities and aptitudes commonly associated with entrepreneurs.
- 6.1.2 Compare personal interests and skills to those needed by entrepreneurs.
- 6.1.3 Identify motives for becoming an entrepreneur.
- 6.1.4 Describe the risks and rewards of business ownership.
- 6.1.5 Examine the relationship between entrepreneurial ventures and the economy.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 6.2: Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.**

**Descriptors:**

- 6.2.1 Explain the need for entrepreneurial discovery.
- 6.2.2 Determine opportunities for venture creation.
- 6.2.3 Assess opportunities for venture creation.
- 6.2.4 Describe idea generation methods.
- 6.2.5 Generate venture ideas.
- 6.2.6 Determine the feasibility of ideas.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 6.3: Develop a concept for a new business venture to evaluate its success potential.**

**Descriptors:**

- 6.3.1 Describe entrepreneurial planning considerations.
- 6.3.2 Explain tools used by entrepreneurs for venture planning.
- 6.3.3 Assess start-up requirements.
- 6.3.4 Assess risks associated with the venture.
- 6.3.5 Describe external resources useful to entrepreneurs during concept development (e.g., SCORE, Chamber of Commerce, government, etc.).
- 6.3.6 Assess the need to use external resources for concept development.
- 6.3.7 Describe strategies for protecting intellectual property.
- 6.3.8 Use components of a business plan to define the venture idea.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 6.4: Determine needed resources for a new micro-business venture.**

**Descriptors:**

- 6.4.1 Distinguish between debt and equity financing for venture creation.
- 6.4.2 Describe the processes used to acquire adequate financial resources for venture creation.
- 6.4.3 Select sources of financing venture creation.
- 6.4.4 Explain considerations in making the decision to hire staff.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 6.5: Determine needed resources for a new business venture.**

**Descriptors:**

- 6.5.1 Explain factors to consider in determining a venture's human resources needs.
- 6.5.2 Describe considerations in selecting capital resources.
- 6.5.3 Identify capital resources needed for the venture.
- 6.5.4 Explain the costs and benefits associated with resources.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 6.6: Explain considerations in launching a new business venture.**

**Descriptors:**

- 6.6.1 Use external resources to supplement entrepreneur's expertise.
- 6.6.2 Explain the complexity of business operations.
- 6.6.3 Evaluate risk-taking opportunities.
- 6.6.4 Explain the need for business systems and procedures.
- 6.6.5 Describe the use of operating procedures.
- 6.6.6 Explain methods and processes for organizing workflow.
- 6.6.7 Develop a product and/or service idea.
- 6.6.8 Use creative problem solving to make business decisions.
- 6.6.9 Explain the impact of resource productivity on venture success.
- 6.6.10 Create processes for ongoing opportunity recognition.
- 6.6.11 Develop a plan to invest resources into improving current products or creating new ones.
- 6.6.12 Adapt to changes in the business environment.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 6.7: Select harvesting strategies to identify the entrepreneur's role in the business venture.**

**Descriptors:**

- 6.7.1 Explain the need for continuation planning.
- 6.7.2 Describe methods of venture harvesting.
- 6.7.3 Evaluate options for continued venture involvement.
- 6.7.4 Develop exit strategies, including emergency exit strategies in the event of sudden death of owner(s).

## Unit 7: Financial Analysis

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 7.1: Describe the fundamental principles of money used in financial transactions.**

**Descriptors:**

- 7.1.1 Explain forms of financial transactions (cash, credit, debit, electronic funds transfer).
- 7.1.2 Identify types of currency (paper money, coins, bank notes, government bonds, treasury notes).
- 7.1.3 Describe functions of money (medium of exchange, unit of measure, store of value).
- 7.1.4 Describe sources of income (wages, salaries, interest, rent, dividends, transfer payments).
- 7.1.5 Explain the time value of money.
- 7.1.6 Explain the purposes for and importance of credit.
- 7.1.7 Explain legal responsibilities associated with financial exchanges.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 7.2: Analyze personal financial needs and goals to determine financial requirements.**

**Descriptors:**

- 7.2.1 Explain the need to save and invest (e.g., college, retirement, wills, insurance).
- 7.2.2 Set financial goals.
- 7.2.3 Develop a personal budget.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 7.3: Manage personal finances.**

**Descriptors:**

- 7.3.1 Explain the nature of tax liabilities.
- 7.3.2 Interpret a pay stub.
- 7.3.3 Maintain financial records.
- 7.3.4 Read and reconcile bank statements.
- 7.3.5 Analyze the wise use of credit.
- 7.3.6 Explain the components of one's credit history.
- 7.3.7 Describe ways of preventing identity theft.
- 7.3.8 Prepare personal income tax forms (e.g., 1040 EZ form).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 7.4: Explain the use of financial services providers that aid in achieving financial goals.**

**Descriptors:**

- 7.4.1 Describe types of financial services providers.
- 7.4.2 Discuss considerations in selecting a financial services provider.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 7.5: Use investment strategies to ensure financial well-being.**

**Descriptors:**

- 7.5.1 Explain types of investments.
- 7.5.2 Explain the nature of capital investment.
- 7.5.3 Establish investment goals and objectives.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 7.6: Identify potential business threats and opportunities.**

**Descriptors:**

- 7.6.1 Identify pure and speculative business risks.
- 7.6.2 Describe the concept of insurance in hospitality and tourism.
- 7.6.3 Explain potential liability issues for hospitality and tourism.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 7.7: Investigate risk management strategies needed to protect a business.**

**Descriptors:**

- 7.7.1 Explain the nature of risk management.
- 7.7.2 Explain types of insurance coverage.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 7.8: Use strategies to manage business risk.**

**Descriptors:**

- 7.8.1 Use strategies to protect digital data.
- 7.8.2 Develop disaster preparedness and recovery plans.
- 7.8.3 Follow policies and procedures for preventing theft (e.g., internal, vendor, burglary).
- 7.8.4 Inspect financial transactions for counterfeit bills, check authenticity, credit card fraud, smart card fraud, debit card fraud and electronic currency fraud.
- 7.8.5 Train employees to spot suspicious activities and individuals.
- 7.8.6 Obtain insurance coverage.
- 7.8.7 Explain procedures for settling insurance losses.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 7.9: Explain accounting procedures needed to track money flow and determine financial status.**

**Descriptors:**

- 7.9.1 Describe basic accounting principles and applications.
- 7.9.2 Describe financial record keeping procedures.
- 7.9.3 Describe cash flow statements.
- 7.9.4 Explain balance sheets.
- 7.9.5 Describe income statements.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 7.10: Implement financial skills to understand business credit and to control its use.**

**Descriptors:**

- 7.10.1 Explain the purposes for and importance of obtaining business credit.
- 7.10.2 Analyze critical banking relationships.
- 7.10.3 Explain payment systems (e.g., cash, invoice, bank cards).
- 7.10.4 Make critical decisions regarding use and acceptance of bank cards.
- 7.10.5 Determine financing needed for business operations.
- 7.10.6 Identify risks associated with obtaining business credit.
- 7.10.7 Explain sources of financial assistance.
- 7.10.8 Explain loan evaluation criteria used by lending institutions.
- 7.10.9 Complete loan application package.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 7.11: Discuss the importance of financial resources.**

**Descriptors:**

- 7.11.1 Describe sales forecasting.
- 7.11.2 Discuss the importance of financial ratios.
- 7.11.3 Describe the nature of budgets.
- 7.11.4 Explain the use of cash flow statements.
- 7.11.5 Describe the purpose of breakeven analysis.
- 7.11.6 Explain the purpose of financial statements (i.e., balance sheets and income statements).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 7.12: Manage financial resources.**

**Descriptors:**

- 7.12.1 Describe the nature of cost/benefit analysis.
- 7.12.2 Forecast sales.
- 7.12.3 Calculate financial ratios.
- 7.12.4 Explain the nature of operating budgets.
- 7.12.5 Determine relationships among total revenue, marginal revenue, output and profit.
- 7.12.6 Use budgets to allocate people and resources.
- 7.12.7 Develop a business' or department's budget.
- 7.12.8 Analyze cash flow patterns.
- 7.12.9 Prepare a break-even analysis.
- 7.12.10 Interpret financial statements (e.g., balance sheets, cash flow statements, income statement, break-even analysis).

## Unit 8: Human Resources Management

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 8.1: Implement organizational skills to facilitate others' work efforts.**

**Descriptors:**

- 8.1.1 Delegate work to others.
- 8.1.2 Schedule employees based on budget and traffic.
- 8.1.3 Assist employees with prioritizing work responsibilities.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 8.2: Coordinate efforts of cross-functional teams.**

**Descriptors:**

- 8.2.1 Manage collaborative efforts.
- 8.2.2 Move employees into and out of projects.
- 8.2.3 Harmonize tasks, projects and employees in the context of business priorities.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 8.3: Staff a department or business unit.**

**Descriptors:**

- 8.3.1 Analyze employee turnover.
- 8.3.2 Determine hiring needs (e.g., full-time, part-time, seasonal, volunteers).
- 8.3.3 Screen job applications and résumés.
- 8.3.4 Interview job applicants.
- 8.3.5 Discuss employee compensation.
- 8.3.6 Select and hire new employees.
- 8.3.7 Describe employer practices needed to work with union employees.
- 8.3.8 Conduct exit interviews.
- 8.3.9 Dismiss employees.
- 8.3.10 Maintain human resources records.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 8.4: Demonstrate effective human resources techniques to orient and train employees.**

**Descriptors:**

- 8.4.1 Orient new employees.
- 8.4.2 Explain the role of training and human resources development.
- 8.4.3 Conduct a product or service “show and tell”.
- 8.4.4 Explain the nature of management and supervisory training.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 8.5: Foster staff growth and development.**

**Descriptors:**

- 8.5.1 Orient new employees (management’s role).
- 8.5.2 Foster the right environment for employees.
- 8.5.3 Coach employees.
- 8.5.4 Recognize and reward employees.
- 8.5.5 Conduct contests to motivate employees.
- 8.5.6 Hold special events for employees.
- 8.5.7 Involve staff in company activities.
- 8.5.8 Maintain ongoing discussions of issues related to compensation.
- 8.5.9 Train staff.
- 8.5.10 Supervise staff.
- 8.5.11 Ensure equitable opportunities for employees.
- 8.5.12 Assess employee performance.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 8.6: Resolve staff issues and problems.**

**Descriptors:**

- 8.6.1 Handle employee complaints and grievances.
- 8.6.2 Recognize signs of addiction, substance abuse and mental illness, and comply with appropriate laws and company policies.
- 8.6.3 Explain the nature of remedial action.
- 8.6.4 Explain issues associated with the payroll process.

## Unit 9: Information Management

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 9.1: Use information literacy skills to increase workplace efficiency and effectiveness.**

**Descriptors:**

- 9.1.1 Explain legal issues associated with information use.
- 9.1.2 Assess information needs.
- 9.1.3 Obtain needed information efficiently.
- 9.1.4 Evaluate the quality and source of information.
- 9.1.5 Apply information to accomplish a task.
- 9.1.6 Secure and store information for future use.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 9.2: Assess the impact of technology on business activities.**

**Descriptors:**

- 9.2.1 Identify ways that technology impacts business.
- 9.2.2 Explain the role of information systems in organizations.
- 9.2.3 Explain the importance of emerging technologies and their application to business.
- 9.2.4 Analyze the ethical, social and political impact of information systems.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 9.3: Utilize computer system.**

**Descriptors:**

- 9.3.1 Discuss the scope of a computer system.
- 9.3.2 Explain the scope of data communications tools.
- 9.3.3 Use a basic operating system.
- 9.3.4 Develop a system to manage files.
- 9.3.5 Manage computer files and folders.
- 9.3.6 Compress or alter files.
- 9.3.7 Use control panel components.
- 9.3.8 Access data through various computer drives.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 9.4: Describe the scope of the Internet.**

**Descriptors:**

- 9.4.1 Discuss the extension designations of domain names.
- 9.4.2 Explain the role of organizations in administering Internet activities.
- 9.4.3 Explain the role of internet service providers (ISPs).
- 9.4.4 Discuss the role of organizations in administering Internet activities.
- 9.4.5 Describe types of resources that can be accessed through the Internet (e.g., Web pages, social media, USENET newsgroups, listservs, files and programs, e-mail).
- 9.4.6 Discuss the use of bookmarks.
- 9.4.7 Explain how to organize bookmarks.
- 9.4.8 Describe tools useful for navigating the Internet.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 9.5: Use computer applications.**

**Descriptors:**

- 9.5.1 Demonstrate professional use of instant messaging.
- 9.5.2 Demonstrate basic Web search skills.
- 9.5.3 Demonstrate basic e-mail functions.
- 9.5.4 Demonstrate use of personal information management and productivity applications.
- 9.5.5 Demonstrate word processing skills.
- 9.5.6 Use advanced word processing features.
- 9.5.7 Use design and presentation software.
- 9.5.8 Use writing/publishing software.
- 9.5.9 Use instant messaging to converse in real time.
- 9.5.10 Use Web conferences.
- 9.5.11 Conduct a whiteboarding session.
- 9.5.12 Use team spaces to centralize and share information.
- 9.5.13 Demonstrate spreadsheet applications.
- 9.5.14 Create and use databases.
- 9.5.15 Use integrated business software application packages (e.g., accounting and payroll).
- 9.5.16 Utilize collaborative/groupware applications.
- 9.5.17 Use computer applications to create an online presence (e.g., web page, blogs, social media).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 9.6: Utilize communications technology.**

**Descriptors:**

- 9.6.1 Communicate using electronic equipment (e.g., fax, pagers, copier, telephone, two-way radio and PDA).
- 9.6.2 Access information using electronic equipment.
- 9.6.3 Identify typical policies regarding the use of telecommunications tools.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 9.7: Maintain business records.**

**Descriptors:**

- 9.7.1 Describe the nature of business records.
- 9.7.2 Maintain customer records.
- 9.7.3 Maintain file systems.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 9.8: Acquire and analyze information needed for business decision-making.**

**Descriptors:**

- 9.8.1 Describe current business trends.
- 9.8.2 Monitor internal records for business information.
- 9.8.3 Collect data from the environment, people and instruments.
- 9.8.4 Conduct an environmental scan to obtain business information.
- 9.8.5 Generate and access client and customer information for evaluation.
- 9.8.6 Develop system for turning information into actionable intelligence.
- 9.8.7 Explain how to interpret statistical findings.
- 9.8.8 Utilize statistics functions in spreadsheets.
- 9.8.9 Perform calculations and analyses of data.
- 9.8.10 Evaluate business problems and effectively apply the most appropriate application or combination of applications (word processing, spreadsheet, database and presentation) to record, analyze and present information.

## Unit 10: Marketing

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 10.1: Describe marketing's role and function in hospitality and tourism.**

**Descriptors:**

- 10.1.1 Explain marketing and its importance in a global economy.
- 10.1.2 Discuss the marketing concept.
- 10.1.3 Describe marketing functions and related activities.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 10.2: Explain what motivates customers' decision-making.**

**Descriptors:**

- 10.2.1 Identify factors that motivate customers, clients and businesses.
- 10.2.2 Explain customer, client and business buying behavior.
- 10.2.3 Discuss actions employees can take to achieve the company's desired results.
- 10.2.4 Demonstrate connections between company actions and results (e.g., influencing consumer behavior, gaining market share).

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 10.3: Explain the company's unique selling proposition to recognize what sets the company apart from its competitors.**

**Descriptors:**

- 10.3.1 Identify the company's unique selling proposition.
- 10.3.2 Identify internal and external service standards.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 10.4: Explain the nature of marketing research.**

**Descriptors:**

- 10.4.1 Discuss the characteristics of actionable research.
- 10.4.2 Describe types of marketing research (e.g., primary and secondary, quantitative and qualitative).
- 10.4.3 Identify sources of primary and secondary data.
- 10.4.4 Explain marketing research techniques.
- 10.4.5 Identify research approaches (e.g., observation, survey, experiment) appropriate to the research problem.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 10.5: Evaluate the relationship between business objectives and the expected use of research outcomes.**

**Descriptors:**

- 10.5.1 Compare business objectives with the expected use of the marketing research outcomes.
- 10.5.2 Estimate the value of the marketing research information.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 10.6: Explain data collection methods (e.g., observations, telephone, Internet, discussion groups, interviews, scanners).**

**Descriptors:**

- 10.6.1 Identify information monitored for marketing decision-making.
- 10.6.2 Describe strengths and weaknesses associated with data collection methods.
- 10.6.3 Explain how the use of technology facilitates data collection.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 10.7: Use data collection methods.**

**Descriptors:**

- 10.7.1 Review internal records for marketing data.
- 10.7.2 Review industry publications and trade journals for marketing information.
- 10.7.3 Obtain information from customer databases.
- 10.7.4 Obtain marketing information from online sources (e.g., search engines, online data sets, blogs, listserves).
- 10.7.5 Data mine a Web log for marketing information.
- 10.7.6 Design a database for retrieving data for marketing decision-making.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 10.8: Conduct marketing research study.**

**Descriptors:**

- 10.8.1 Test market new products/services.
- 10.8.2 Conduct customer attitude/satisfaction studies.
- 10.8.3 Conduct service quality studies.
- 10.8.4 Conduct a benchmarking study.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 10.9: Process marketing data.**

**Descriptors:**

- 10.9.1 Describe techniques used to process marketing data.
- 10.9.2 Explain the use of databases in organizing marketing data.
- 10.9.3 Use a database for data analysis.
- 10.9.4 Interpret descriptive statistics for marketing decision making.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 10.10: Generate product/service ideas.**

**Descriptors:**

- 10.10.1 Explain the nature and scope of the product and service management function.
- 10.10.2 Identify methods or techniques for generating a product/service idea.
- 10.10.3 Determine the initial feasibility of the product/service idea.
- 10.10.4 Adjust the idea to create functional product/service.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 10.11: Employ product/service mix strategies.**

**Descriptors:**

- 10.11.1 Explain the concept of product/service mix.
- 10.11.2 Describe the nature of product/service bundling in the hospitality and tourism industry.
- 10.11.3 Identify a product/service to fill a customer's need.
- 10.11.4 Plan a product/service mix.
- 10.11.5 Determine services to provide customers.
- 10.11.6 Develop a product/service launch plan.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 10.12: Position products and services to acquire the desired business image.**

**Descriptors:**

- 10.12.1 Describe factors that marketers use to position products and services.
- 10.12.2 Explain the nature of product/service branding and co-branding.
- 10.12.3 Explain the role of customer service in positioning and image.
- 10.12.4 Develop strategies for positioning products and services.
- 10.12.5 Build a product and/or service brand.
- 10.12.6 Increase brand identity through co-branding.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 10.13: Position the company to acquire a desired business image.**

**Descriptors:**

- 10.13.1 Explain the nature of corporate branding.
- 10.13.2 Describe factors used by businesses to position corporate brands.
- 10.13.3 Develop strategies for positioning corporate brands.
- 10.13.4 Build corporate brands.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 10.14: Explain the scope of pricing activities.**

**Descriptors:**

- 10.14.1 Explain pricing functions and objectives.
- 10.14.2 Discuss the price setting process (e.g., price sensitivity, price elasticity, competitor pricing research).
- 10.14.3 Explain factors affecting pricing decisions (e.g., pricing standards, customer attitudes, consumer purchase cycles [frequency and quantities purchased], stage of product life cycle, brand positioning, competition, costs).
- 10.14.4 Describe the relationship between pricing and revenue/yield management strategies.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 10.15: Select, implement and evaluate pricing strategies.**

**Descriptors:**

- 10.15.1 Evaluate features, purposes, advantages and disadvantages of cost-based, demand-based and competition-based pricing strategies.
- 10.15.2 Evaluate characteristics, goals, advantages and disadvantages of segmented pricing strategies (e.g., customer segment, location, time).
- 10.15.3 Evaluate the impact of e-commerce on pricing strategies.
- 10.15.4 Evaluate pricing techniques (e.g., discount, promotional).
- 10.15.5 Select and implement pricing strategies and techniques.

## Unit 11: Marketing Communications

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 11.1: Describe marketing communications activities.**

**Descriptors:**

- 11.1.1 Explain the role of marketing communications as a marketing function.
- 11.1.2 Explain the types of marketing communications.
- 11.1.3 Identify the elements of the marketing communications mix.
- 11.1.4 Distinguish between business-to-business marketing communications and business-to-consumer marketing communications.
- 11.1.5 Discuss ways to outsource marketing communications activities.
- 11.1.6 Describe legal and ethical considerations in marketing communications.
- 11.1.7 Describe the use of technology in the marketing communications function.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 11.2: Explain marketing communications channels used to communicate promotional messages to targeted audiences.**

**Descriptors:**

- 11.2.1 Explain the types of advertising media.
- 11.2.2 Describe word-of-mouth channels used to communicate with targeted audiences.
- 11.2.3 Discuss direct marketing channels.
- 11.2.4 Explain the use of social media for marketing communications.
- 11.2.5 Identify marketing communications channels used in sales promotion.
- 11.2.6 Explain marketing communications channels used in public relations activities.
- 11.2.7 Describe considerations in using databases in marketing communications.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 11.3: Explain public relations activities.**

**Descriptors:**

- 11.3.1 Identify types of public relations activities.
- 11.3.2 Explain the importance of public relations.
- 11.3.3 Discuss internal and external audiences for public relations activities.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 11.4: Explain participation in trade shows and expositions.**

**Descriptors:**

- 11.4.1 Discuss purposes for trade shows and expositions.
- 11.4.2 Explain how businesses can use trade-show and expositions participation to communicate with targeted audiences.
- 11.4.3 Explain considerations used to evaluate whether to participate in trade shows or expositions.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 11.5: Participate in a company's community outreach.**

**Descriptors:**

- 11.5.1 Explain the importance of company involvement in community activities.
- 11.5.2 Propose community issues for company involvement.
- 11.5.3 Participate in community outreach activities.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 11.6: Use special events to increase sales.**

**Descriptors:**

- 11.6.1 Plan special events.
- 11.6.2 Prepare the facility for a special event.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 11.7: Explain how a website can be used to promote a business or product.**

**Descriptors:**

- 11.7.1 Explain the purpose and importance of a web presence.
- 11.7.2 Discuss global and legal implications of website promotion.
- 11.7.3 Explain the website-development process.
- 11.7.4 Identify strategies for attracting a targeted audience to a website.
- 11.7.5 Describe technologies used to improve website ranking/positioning on search engines and directories.
- 11.7.6 Explain website linking strategies.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 11.8: Develop marketing communications activities.**

**Descriptors:**

- 11.8.1 Develop marketing communications objectives.
- 11.8.2 Develop marketing communications mix activities.
- 11.8.3 Evaluate marketing communications planning strategies.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 11.9: Manage e-marketing communications activities.**

**Descriptors:**

- 11.9.1 Select e-marketing communications strategies.
- 11.9.2 Monitor the business' e-marketing communications activities as well as those of third parties.
- 11.9.3 Address issues about the business that are identified by third parties in e-communications.
- 11.9.4 Ensure regular, accurate updating of e-marketing communications content.

**BIL:**            **Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 11.10:    Evaluate long-term and short-term results of marketing communications efforts.**

**Descriptors:**

- 11.10.1            Identify metrics/analytics for assessing results of marketing communications efforts.
- 11.10.2            Implement metrics for assessing results of marketing communications efforts.
- 11.10.3            Evaluate results of marketing communications efforts.

## Unit 12: Market Planning

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 12.1: Explain the use of marketing strategies.**

**Descriptors:**

- 12.1.1 Identify the components of the marketing mix.
- 12.1.2 Describe the importance of each component of the marketing mix.
- 12.1.3 Describe the concept of marketing strategies.
- 12.1.4 Identify considerations in implementing international marketing strategies.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 12.2: Explain the concept of market and market identification to identify targeted audiences.**

**Descriptors:**

- 12.2.1 Explain the importance of target markets to businesses.
- 12.2.2 Describe advantages and disadvantages of mass marketing.
- 12.2.3 Describe advantages and disadvantages of using market segments.
- 12.2.4 Explain why the use of market segments is increasing.
- 12.2.5 Describe demographic characteristics that are analyzed by marketers.
- 12.2.6 Explain the value of geographic segmentation.
- 12.2.7 Discuss the value of psychographic segmentation.
- 12.2.8 Describe types of behavioral segmentation.

## Unit 13: Operations

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 13.1: Adhere to health and safety regulations.**

**Descriptors:**

- 13.1.1 Identify and describe health and safety regulations in business.
- 13.1.2 Cooperate with safety and/or health inspections.
- 13.1.3 Report and document noncompliance with business' health and safety regulations to management.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 13.2: Follow safety procedures.**

**Descriptors:**

- 13.2.1 Follow instructions for the use of equipment, tools and machinery.
- 13.2.2 Identify locations of and use equipment/controls to protect customer and worker safety.
- 13.2.3 Correct/report potential workplace hazards.
- 13.2.4 Use safety precautions.
- 13.2.5 Handle and document accidents.
- 13.2.6 Identify resources to utilize in emergency situations (e.g., law enforcement, fire department, medical, communications, legal, environmental).
- 13.2.7 Respond to/report emergency situations according to business policies and procedures (e.g., exposure to health hazards, fires, medical emergencies, weather conditions, threats).
- 13.2.8 Respond to/handle weather emergencies.
- 13.2.9 Demonstrate the appropriate use of fire suppression systems.
- 13.2.10 Discuss reasons for evacuation in hospitality and tourism.
- 13.2.11 Follow evacuation procedures.
- 13.2.12 Describe types of medical emergencies frequently encountered in hospitality and tourism.
- 13.2.13 Explain liability and legal constraints associated with dealing with medical emergencies.
- 13.2.14 Demonstrate basic first aid using an OSHA-required/approved first-aid kit.
- 13.2.15 Comply with emergency plan for medical emergencies.
- 13.2.16 Explain blood-borne pathogens and how to protect against them.
- 13.2.17 Manage customers facing safety hazards.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 13.3: Apply sanitation procedures.**

**Descriptors:**

- 13.3.1 Explain the importance of following proper sanitation procedures.
- 13.3.2 Discuss possible consequences of improper sanitation procedures.
- 13.3.3 Explain compliance requirements for sanitation procedures.
- 13.3.4 Demonstrate current health code cleaning and sanitizing procedures.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 13.4: Develop policies, strategies and procedures needed to protect employee and customer safety.**

**Descriptors:**

- 13.4.1 Inspect the business facility and surroundings to identify potential safety issues.
- 13.4.2 Establish safety policies and procedures.
- 13.4.3 Prepare emergency action/crisis management plan to protect employee and customer safety.
- 13.4.4 Train employees to handle safety issues.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 13.5: Implement security policies and procedures.**

**Descriptors:**

- 13.5.1 Identify security risks in hospitality and tourism.
- 13.5.2 Explain routine security precautions (e.g., locking doors, setting alarms, making deposits).
- 13.5.3 Describe types of volatile situations encountered in hospitality and tourism.
- 13.5.4 Prevent escalation of volatile situations.
- 13.5.5 Cooperate with law enforcement officials when business' security is compromised.
- 13.5.6 Follow established security procedures and policies.
- 13.5.7 Protect confidential company, employee and customer information and intangibles.
- 13.5.8 Determine alternative approaches to satisfying customer needs when the unexpected occurs.
- 13.5.9 Collect and disseminate information to help customers deal with potential safety hazards and security issues.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 13.6: Develop strategies for protecting workplace security.**

**Descriptors:**

- 13.6.1 Identify potential security issues for hospitality and tourism.
- 13.6.2 Discuss tools and equipment that can be used to protect workplace security.
- 13.6.3 Establish policies, strategies and procedures for protecting confidential company, employee and customer information and intangibles.
- 13.6.4 Establish policies, strategies and procedures for maintaining a non-hostile work environment.
- 13.6.5 Establish policies, strategies and procedures for maintaining the business' physical security.
- 13.6.6 Train employees to protect the security of customers and business property/assets.
- 13.6.7 Obtain employee sign-off on security policies and procedures.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 13.7: Assess safety and security policies, strategies and procedures.**

**Descriptors:**

- 13.7.1 Conduct mock emergency situations with employees to evaluate their adherence to safety and security policies, strategies and procedures.
- 13.7.2 Test staff knowledge of safety and security policies, strategies and procedures.
- 13.7.3 Follow up with customers to determine their satisfaction with how incidents were handled.
- 13.7.4 Document safety and security incidents, and determine their causes and resolution.
- 13.7.5 Evaluate outcomes of safety and security efforts.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 13.8: Utilize project management skills.**

**Descriptors:**

- 13.8.1 Explain the benefits of project management.
- 13.8.2 Discuss project management processes.
- 13.8.3 Discuss project management software tools.
- 13.8.4 Initiate project.
- 13.8.5 Prepare work breakdown structure.
- 13.8.6 Develop project schedule.
- 13.8.7 Identify resources needed for project.
- 13.8.8 Develop a project plan.
- 13.8.9 Execute and control project.
- 13.8.10 Close and evaluate project.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 13.9: Implement purchasing activities to obtain business supplies, equipment and services.**

**Descriptors:**

- 13.9.1 Explain the scope of purchasing.
- 13.9.2 Discuss ethical considerations in purchasing.
- 13.9.3 Explain commonly encountered purchasing issues in hospitality and tourism (e.g., product shortages, onsite storage capacity).
- 13.9.4 Place orders and reorders.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 13.10: Manage purchasing activities.**

**Descriptors:**

- 13.10.1 Develop buying and purchasing policies.
- 13.10.2 Determine whether to make or purchase needed product.
- 13.10.3 Establish criteria for product quality.
- 13.10.4 Establish criteria for qualifying vendors.
- 13.10.5 Develop purchase specifications.
- 13.10.6 Develop cooperative relationships with vendors.
- 13.10.7 Manage the bid process used in purchasing.
- 13.10.8 Review legal documents involved in purchasing contracts.
- 13.10.9 Negotiate contracts with vendors.
- 13.10.10 Select vendors.
- 13.10.11 Evaluate vendor performance.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 13.11: Control the inventory and quality of supplies, materials and products.**

**Descriptors:**

- 13.11.1 Explain the relationship between quality control and supply of materials.
- 13.11.2 Explain the nature of channels of distribution.
- 13.11.3 Discuss receiving process.
- 13.11.4 Process damaged supplies, materials, and/or products.
- 13.11.5 Store supplies, materials and/or products.
- 13.11.6 Describe and utilize inventory control systems used in hospitality and tourism.
- 13.11.7 Explain the impact of inventory control systems on productivity and profit.
- 13.11.8 Maintain inventory of supplies, materials, and/or products.
- 13.11.9 Monitor and maintain par levels of supplies, materials, and/or products.
- 13.11.10 Rotate supplies, materials, and/or products.
- 13.11.11 Determine shrinkage of supplies, materials, and/or products.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 13.12: Discuss production's role and function in business.**

**Descriptors:**

- 13.12.1 Explain the concept of production.
- 13.12.2 Describe production activities.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 13.13: Implement quality control processes.**

**Descriptors:**

- 13.13.1 Discuss the need for quality control measures.
- 13.13.2 Identify quality control measures.
- 13.13.3 Describe the crucial elements of a quality culture.
- 13.13.4 Describe the role of management in achieving quality.
- 13.13.5 Describe key quality initiatives (e.g., ISO 9000, Six Sigma, Baldrige, lean).
- 13.13.6 Utilize quality control methods at work.
- 13.13.7 Establish efficient operating systems.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 13.14: Implement expense control strategies.**

**Descriptors:**

- 13.14.1 Explain the nature of overhead and operating costs.
- 13.14.2 Explain the employee's role in expense control.
- 13.14.3 Control the use of supplies.
- 13.14.4 Negotiate service and maintenance contracts.
- 13.14.5 Negotiate lease or purchase of a facility.
- 13.14.6 Develop expense control plans.
- 13.14.7 Use budgets to control operations.
- 13.14.8 Discuss the role of sustainable business practices (i.e., going green).
- 13.14.9 Describe sustainable business practices and their effect on expenses, productivity and sales.
- 13.14.10 Select and implement sustainable business practices.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 13.15: Maintain property and equipment.**

**Descriptors:**

- 13.15.1 Identify routine activities for maintaining business facilities and equipment.
- 13.15.2 Complete preventative maintenance checklists/procedures.
- 13.15.3 Report needed building/equipment repairs.
- 13.15.4 Plan a maintenance program.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 13.16: Follow basic facility operation procedures.**

**Descriptors:**

- 13.16.1 Complete opening checklists/procedures.
- 13.16.2 Complete closing checklists/procedures.

## Unit 14: Professional Development

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 14.1: Acquire self-development skills.**

**Descriptors:**

- 14.1.1 Maintain appropriate personal appearance.
- 14.1.2 Set personal goals.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 14.2: Utilize critical thinking skills for determining the best options and/or outcomes.**

**Descriptors:**

- 14.2.1 Explain the need for innovation skills.
- 14.2.2 Make decisions.
- 14.2.3 Demonstrate appropriate creativity.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 14.3: Implement time management skills.**

**Descriptors:**

- 14.3.1 Describe time management techniques.
- 14.3.2 Use time management principles.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 14.4: Discover the scope of the hospitality and tourism industry.**

**Descriptors:**

- 14.4.1 Compare the characteristics of hospitality and tourism “customers” (e.g., demographics, psychographics, geographics).
- 14.4.2 Explain factors contributing to the origin, growth and development of the hospitality and tourism industry (e.g., government involvement, technology growth, infrastructure improvements, economic development, global economic activities).
- 14.4.3 Discuss the role of service in the hospitality and tourism industry.
- 14.4.4 Explain the segments of the hospitality and tourism industry (e.g., lodging, culinary and foodservice, travel services, destination management, transportation).
- 14.4.5 Discuss the interrelatedness of the hospitality and tourism industry segments.
- 14.4.6 Explain characteristics associated with the hospitality and tourism industry (e.g., open 365 days a year, 24 hours a day; use of shift work; provide intangible services; unable to separate the production and consumption of the service; the service goes unused if not sold).
- 14.4.7 Describe business trends and their impact on hospitality and tourism.
- 14.4.8 Discuss overall trends in the hospitality and tourism industry at the local, state, national and international levels.
- 14.4.9 Describe the positive and negative impacts of local, state, national and international events on the hospitality and tourism industry (e.g., impact of Olympics, Super Bowl, fairs, expositions, 9/11, natural disasters, oil prices, swine flu, terrorism threats, political unrest).
- 14.4.10 Explain how national organizations rate commercial lodging and foodservice establishments.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 14.5: Explain reasons that people use hospitality and tourism services.**

**Descriptors:**

- 14.5.1 Identify personal (leisure) reasons for using hospitality and tourism services (e.g., visiting friends/family, health, education, enjoying nature, religion, festivals, gaming, attractions, shopping, sporting events, rest and relaxation, new experiences, entertainment, purchase opportunities, climate for comfort, cost).
- 14.5.2 Identify business reasons for using hospitality and tourism services (e.g., meetings, sales, conventions, trade shows, etc.).
- 14.5.3 Explain the needs of personal (leisure) and business travelers that are met by people in the hospitality and tourism industry.
- 14.5.4 Explain how economic factors impact personal and business’ use of hospitality and tourism services.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 14.6: Investigate the positive and negative impacts of the hospitality and tourism industry on the local, regional, state, national and international environments.**

**Descriptors:**

- 14.6.1 Discover the direct and indirect economic impact of hospitality and tourism.
- 14.6.2 Explore the social impact of hospitality and tourism.
- 14.6.3 Examine the cultural impact of hospitality and tourism.
- 14.6.4 Discover the environmental impact of hospitality and tourism.
- 14.6.5 Explore the impact of hospitality and tourism on transportation.
- 14.6.6 Examine the impact of hospitality and tourism on safety and security.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 14.7: Summarize the structure and functions of the hospitality and tourism industry.**

**Descriptors:**

- 14.7.1 Identify types of business organizations and functions [e.g., outsourcing (contract management company), partnerships, alliances].
- 14.7.2 Use organizational charts to identify the workplace structure.
- 14.7.3 Explore the functions of the departments and units within the larger organization.
- 14.7.4 Identify ways in which organizational functions are interdependent.
- 14.7.5 Define stakeholder relationships (e.g., customer, employee, shareholder, supplier).
- 14.7.6 Explain the importance of business partnerships and relationships.
- 14.7.7 Explain the advantages and disadvantages of working in independently-owned businesses, franchises, non-profit associations and chain-affiliated facilities.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 14.8: Explain departmental activities in hospitality and tourism by following the path of the customer.**

**Descriptors:**

- 14.8.1 Describe how hospitality and tourism businesses are organized.
- 14.8.2 Describe the tasks and services performed in hospitality and tourism departments.
- 14.8.3 Describe the importance of quality service during each stage of customer contact.
- 14.8.4 Describe the concept of “moments of truth” as it relates to successful guest services.
- 14.8.5 Identify common problems and issues encountered by hospitality and tourism departments.
- 14.8.6 Explain the interdependence of departments in hospitality and tourism.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 14.9: Participate in career planning.**

**Descriptors:**

- 14.9.1 Analyze employer expectations in the business environment.
- 14.9.2 Explain the rights of workers.
- 14.9.3 Identify sources of career information.
- 14.9.4 Identify career options in hospitality and tourism.
- 14.9.5 Identify tentative occupational interests.
- 14.9.6 Identify education and training needed for careers in hospitality and tourism.
- 14.9.7 Identify personal characteristics required for individuals working in hospitality and tourism.
- 14.9.8 Match individual interests, abilities and preferences to career options.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 14.10: Implement job seeking skills to obtain employment.**

**Descriptors:**

- 14.10.1 Utilize job search strategies, including networking techniques.
- 14.10.2 Identify innovative ways to attract employers.
- 14.10.3 Monitor personal online presence (i.e., on social networks, in blogs, in email addresses, in voicemail messages).
- 14.10.4 Complete a job application.
- 14.10.5 Interview for a job.
- 14.10.6 Write a follow-up letter after a job interview.
- 14.10.7 Write a letter of application.
- 14.10.8 Prepare a résumé.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 14.11: Discover professional development opportunities.**

**Descriptors:**

- 14.11.1 Determine continuing education and professional development courses that can be used to advance skills or remain current in hospitality and tourism.
- 14.11.2 Identify licenses, certifications and credentials applicable to hospitality and tourism careers.
- 14.11.3 Maintain a résumé, a list of references, resource files, and a portfolio of work experience, licenses and certifications.
- 14.11.4 Identify professional associations available in the hospitality and tourism industry.
- 14.11.5 Identify professional journals and publications useful in hospitality and tourism.
- 14.11.6 Develop internal and external mentor relationships.
- 14.11.7 Participate in an organization's community outreach involvement.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 14.12: Discuss steps to take when leaving a job.**

**Descriptors:**

- 14.12.1 Discuss reasons for leaving a job.
- 14.12.2 Identify company policies for leaving a job.
- 14.12.3 Identify steps to take when resigning a job.

## Unit 15: Selling

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 15.1: Describe the scope of sales activities.**

**Descriptors:**

- 15.1.1 Explain the nature and scope of the selling function.
- 15.1.2 Discuss relationship and service selling in hospitality and tourism.
- 15.1.3 Explain the role of customer service as a component of selling relationships.
- 15.1.4 Explain key factors in building a clientele.
- 15.1.5 Explain company selling policies.
- 15.1.6 Explain business ethics in selling.
- 15.1.7 Describe the use of technology in the selling function.
- 15.1.8 Describe the nature of selling regulations.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 15.2: Acquire product/service knowledge.**

**Descriptors:**

- 15.2.1 Acquire product/service information for use in selling.
- 15.2.2 Analyze product/service information to identify features and benefits.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 15.3: Differentiate between consumer and business buying behavior.**

**Descriptors:**

- 15.3.1 Discuss motivational theories that impact buying behavior.
- 15.3.2 Compare factors that influence consumer buying behavior with those influencing business buying behavior.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 15.4: Explain sales processes used to enhance customer relationships and to increase the likelihood of making sales.**

**Descriptors:**

- 15.4.1 Explain the selling process.
- 15.4.2 Discuss the impact of the product/service on the selling process.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 15.5: Perform pre-sales activities.**

**Descriptors:**

- 15.5.1 Follow up on bids and trade-show leads.
- 15.5.2 Prospect for customers.
- 15.5.3 Conduct pre-visit research.
- 15.5.4 Perform pre-sales activities to prepare for meeting with customer.
- 15.5.5 Prepare a group sales presentation.
- 15.5.6 Research competitors' offerings.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 15.6: Discuss the importance of responding to requests for proposals.**

**Descriptors:**

- 15.6.1 Describe the importance of working with industry partners.
- 15.6.2 Describe the components of a sales proposal.
- 15.6.3 Describe the components of a site inspection.
- 15.6.4 Discuss the components of a sales contract.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 15.7 Respond to requests for proposals.**

**Descriptors:**

- 15.7.1 Develop working relationships with industry partners.
- 15.7.2 Develop a sales proposal.
- 15.7.3 Arrange for a site inspection.
- 15.7.4 Develop a sales contract.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 15.8: Sell a good, service or idea to an individual and/or to groups.**

**Descriptors:**

- 15.8.1 Establish a relationship with the client/customer to foster trust and to enhance service image.
- 15.8.2 Identify client/customer personality to guide implementation of the sales process.
- 15.8.3 Identify appropriate sales techniques for use with a specific customer/client.
- 15.8.4 Tailor sales techniques for trade shows and exhibits.
- 15.8.5 Determine customer/client needs.
- 15.8.6 Identify the customer's buying motives.
- 15.8.7 Facilitate customer buying decisions.
- 15.8.8 Recommend a specific product/service.
- 15.8.9 Tangibilize service for customer.
- 15.8.10 Prescribe a solution to customer needs.
- 15.8.11 Convert customer/client objections into selling points.
- 15.8.12 Close the sale.
- 15.8.13 Demonstrate suggestion selling.
- 15.8.14 Upsell product or service to customer.
- 15.8.15 Convert inquiries to ads into sales.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 15.9: Process the sales transaction.**

**Descriptors:**

- 15.9.1 Calculate miscellaneous charges.
- 15.9.2 Process special orders.
- 15.9.3 Process telephone orders.
- 15.9.4 Process electronic sales.
- 15.9.5 Collect and process payment.
- 15.9.6 Relay sales documentation to suppliers.
- 15.9.7 Process exchanges and/or refunds.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 15.10: Conduct post-sales follow-up activities.**

**Descriptors:**

- 15.10.1 Plan follow-up strategies for use in selling.
- 15.10.2 Prepare sales reports.
- 15.10.3 Provide post-sales service.
- 15.10.4 Gather customer feedback to improve service.
- 15.10.5 Conduct self-assessment of sales performance.

## Unit 16: Strategic Management

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 16.1: Recognize management's role to understand its contribution to business success.**

**Descriptors:**

- 16.1.1 Explain the concept of management.
- 16.1.2 Explain the nature of managerial ethics.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 16.2: Utilize planning tools to guide an organization's or department's activities.**

**Descriptors:**

- 16.2.1 Explain the impact of long-term goals and planning on an organization's performance.
- 16.2.2 Explain the importance of and methods used in forecasting data for use in hospitality and tourism.
- 16.2.3 Explain the components and uses of business plans.
- 16.2.4 Define a business' mission and vision.
- 16.2.5 Develop goals and objectives.
- 16.2.6 Conduct an organizational strengths, weaknesses, opportunities and threats (SWOT) analysis.
- 16.2.7 Explain external planning considerations.
- 16.2.8 Forecast data needed to support business plan (e.g., sales, visitors, customers, costs).
- 16.2.9 Develop action plans.
- 16.2.10 Develop a business plan.
- 16.2.11 Develop the organizational structure and chain of command for a business.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 16.3: Identify and benchmark key performance indicators.**

**Descriptors:**

- 16.3.1 Explain the use of key performance indicators in business decision making.
- 16.3.2 Establish benchmarks for key performance indicators.
- 16.3.3 Use high-level indicators to develop action plans for key performance indicators (e.g., dashboards, scorecards).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 16.4: Control an organization's or department's activities.**

**Descriptors:**

- 16.4.1 Describe the nature of managerial control (control process, types of control, what is controlled).
- 16.4.2 Identify and explain reports used to track performance and resources.
- 16.4.3 Identify and describe the most critical performance problems in hospitality and tourism.
- 16.4.4 Analyze operating results in relations to budget and industry.
- 16.4.5 Identify needed improvements and modifications, and describe how they will be implemented.
- 16.4.6 Track the performance of a business plan.
- 16.4.7 Implement change based on business plan performance.

# **Culinary and Foodservice Operations Pathway**

## Unit 17: Knowledge of the Culinary Industry

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 17.1: Explain the history of the culinary and foodservice industry and its relationship to world history.**

**Descriptors:**

- 17.1.1 List famous chefs from history, and note their major accomplishments.
- 17.1.2 Outline the growth of culinary and foodservice operations throughout history.
- 17.1.3 List historical entrepreneurs who influenced culinary and foodservice operations.
- 17.1.4 Categorize and differentiate the segments of the culinary and foodservice operations industry.
- 17.1.5 Discuss the impact of culture on culinary and foodservice operations.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 17.2: Examine trends and issues in the culinary and foodservice industry.**

**Descriptors:**

- 17.2.1 Identify trends that affect the culinary and foodservice operations segment (e.g., changing demographics and government regulations, food fads, computerization, waste management, sustainable food production, use of organic foods and locally grown/farm-to-table foods).
- 17.2.2 Identify relationships between the culinary and foodservice operations segment and other industries (e.g., sales and marketing, agriculture, manufacturing, technology, tourism, lodging, photography, research and development, television).
- 17.2.3 Project the future of the culinary and foodservice operations segment.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 17.3: Identify culinary and foodservice career opportunities.**

**Descriptors:**

- 17.3.1 Identify types of culinary and foodservice operations.
- 17.3.2 Identify the desirable personal characteristics of the culinary and foodservice worker.
- 17.3.3 Identify skills needed by foodservice professionals.
- 17.3.4 Compare the organizational structures of different culinary and foodservice operations.
- 17.3.5 Describe stations and positions in the kitchen brigade and the dining brigade.
- 17.3.6 Discuss traditional service staff roles, duties and responsibilities.
- 17.3.7 Identify career opportunities in culinary and foodservice operations and related fields.
- 17.3.8 Identify the advantages and disadvantages of culinary and foodservice operations work in terms of one's career goals, personal qualities and preferences.
- 17.3.9 Identify the educational and professional requirements for each career path.
- 17.3.10 Identify factors for maintaining health and wellness throughout a foodservice career.
- 17.3.11 Discuss certifications available in the culinary and foodservice industry.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 17.4: Examine ethnic, religious, regional and international cuisines.**

**Descriptors:**

- 17.4.1 Identify types of ethnic and international cuisines (e.g., Italian, French, Middle Eastern, Mexican, Japanese, etc.).
- 17.4.2 Describe regional differences in ethnic and international cuisines.
- 17.4.3 Discuss common religious diets (e.g., Kosher, Halal).
- 17.4.4 Describe influences on ethnic, religious, regional and international cuisines.
- 17.4.5 Identify staple foods and common flavors of ethnic, religious, regional and international cuisines.
- 17.4.6 Explain food preparation techniques and equipment associated with different types of ethnic, religious, regional and international cuisines.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 17.5: Examine “green” principles commonly followed in eco-friendly foodservice operations.**

**Descriptors:**

- 17.5.1 Explain benefits of following green principles in foodservice operations.
- 17.5.2 Explain methods to conserve energy in foodservice operations.
- 17.5.3 Discuss water conservation methods used by foodservice operations.
- 17.5.4 Describe methods used to maintain the air quality of foodservice operations.
- 17.5.5 Discuss common methods to incorporate sustainable materials in green foodservice facilities (e.g., counter tops, insulation, ceiling tiles made from recycled materials; environmentally-friendly paint/wall coverings, furniture made from reclaimed wood; etc.).

## Unit 18: Culinary Safety and Sanitation

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 18.1: Examine safety procedures.**

**Descriptors:**

- 18.1.1 Analyze the causes and prevention of accidents in culinary and foodservice operations.
- 18.1.2 Maintain traffic flow in compliance with established procedures.
- 18.1.3 Describe types of receiving and storage areas found in culinary and foodservice operations.
- 18.1.4 Explain the safe use of ladders.
- 18.1.5 Describe proper lifting and carrying procedures.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 18.2: Maintain compliance with health codes.**

**Descriptors:**

- 18.2.1 Identify personal behaviors that can contaminate food and violate health codes.
- 18.2.2 Explain how sanitation and health codes apply to specific culinary and foodservice operations.
- 18.2.3 Summarize sanitation regulations and inspection requirements for receiving, preparing, storing and serving food.
- 18.2.4 Identify government agencies that regulate the restaurant and foodservice industry.
- 18.2.5 Describe procedures for controlling the spread of disease.
- 18.2.6 Illustrate the correct uses of various utensils and kitchen equipment.
- 18.2.7 Describe proper clothing and sanitation accessories.
- 18.2.8 Implement the Hazard Analysis Critical Control Point (HACCP) system.
- 18.2.9 Discuss when food-handlers should be prevented from working with food or being in the operation.
- 18.2.10 Name organizations that certify equipment as meeting sanitation standards.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 18.3: Perform sanitation duties.**

**Descriptors:**

- 18.3.1 Explain differences between clean and sanitary.
- 18.3.2 Describe factors influencing sanitizers' effectiveness.
- 18.3.3 Use good personal hygiene.
- 18.3.4 Demonstrate proper hand washing and use of gloves.
- 18.3.5 Report medical symptoms/health conditions to management.
- 18.3.6 Clean and sanitize food contact surfaces.
- 18.3.7 Clean and sanitize nonfood contact surfaces and equipment.
- 18.3.8 Wash, rinse, sanitize and store utensils and equipment.
- 18.3.9 Establish cleaning schedules for food and nonfood contact surfaces.
- 18.3.10 Set up and maintain a three-compartment sink operation.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 18.4: Control pests.**

**Descriptors:**

- 18.4.1 Describe preventive measures that will help prevent and control pests.
- 18.4.2 Clean spills and store food items in accordance with established procedures.
- 18.4.3 Follow standards for storage and usage of chemicals to control pests.
- 18.4.4 Describe signs of insect and pest infestation.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 18.5: Explain the Hazard Analysis Critical Control Point (HACCP) system.**

**Descriptors:**

- 18.5.1 Discuss steps in a HACCP food safety system.
- 18.5.2 Explain the need for food defense systems (e.g., public safety, reputation, legal ramifications, etc.).
- 18.5.3 Identify reasons that many common foods are potentially dangerous.
- 18.5.4 Identify food-safety issues for high-risk populations.
- 18.5.5 Explain how time and temperature affect microorganism growth.
- 18.5.6 Identify characteristics and examples of Time/Temperature Control for Safety food (TCS food).
- 18.5.7 Distinguish among food-borne illness, chemical poisoning and food infection.
- 18.5.8 Identify sources and types and consequences of food-borne illnesses and food-borne pathogens (e.g., salmonella, E coli 0157:H7, listeria).
- 18.5.9 Describe hazards (e.g., biological, physical, chemical) and critical control points.
- 18.5.10 Distinguish among situations in which contamination and cross-contamination can occur.
- 18.5.11 Discuss procedures for preventing cross-contamination.
- 18.5.12 Identify conditions under which bacteria multiply rapidly (i.e., FAT TOM: food, acidity, time, temperate, oxygen, moisture).
- 18.5.13 Explain the food temperature danger zone, and identify temperatures that fall within that zone.
- 18.5.14 Explain consequences of noncompliance with HAACP.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 18.6: Follow the hazard analysis critical control point (HACCP) system.**

**Descriptors:**

- 18.6.1 Determine critical safety parameters for food handling and storage (e.g., cold chain, temperature control, sanitation, cleanliness).
- 18.6.2 Conduct product hazard analysis and ingredient hazard analysis.
- 18.6.3 Identify critical control points of contamination.
- 18.6.4 Demonstrate procedures for preventing cross-contamination.
- 18.6.5 Comply with standards and procedures established for the safe receiving, storing, thawing, heating, reheating, cooling and serving of TCS foods.
- 18.6.6 Use and care for thermometers.
- 18.6.7 Monitor holding temperatures to protect TCS food safety.
- 18.6.8 Prevent/control food-borne illness through environmental monitoring.
- 18.6.9 Scientifically establish critical limits, monitor control points and apply corrective action procedures (HCAAP).
- 18.6.10 Maintain proper food safety/sanitation records.
- 18.6.11 Demonstrate ways to safely handle ready-to-eat food.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 18.7: Implement waste management procedures.**

**Descriptors:**

- 18.7.1 Summarize the standards established for safe handling, maintenance and disposal of garbage, grease and refuse.
- 18.7.2 Describe garbage container sanitation and maintenance.
- 18.7.3 Explain established procedures for operating garbage disposals.
- 18.7.4 Comply with environmental guidelines related to the disposal of garbage and wastes.
- 18.7.5 Establish a waste-reduction program for a culinary and food service operation (e.g., recycling, composting, pulping, donating food, using biodegradable products).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 18.8: Maintain a safe work environment.**

**Descriptors:**

- 18.8.1 Explain the importance of the general safety audit.
- 18.8.2 Explain the Hazard Communication Standard required for employers.
- 18.8.3 Describe the ways of preventing burns.
- 18.8.4 Outline proper procedures for cleaning floors.
- 18.8.5 Demonstrate how to prevent slips, trips and falls in a foodservice operation.
- 18.8.6 Locate and list hazards that can cause cuts.
- 18.8.7 Demonstrate correct and safe use of knives and tools.
- 18.8.8 List safe driving techniques.
- 18.8.9 List ways of using protective clothing and equipment to prevent injuries.
- 18.8.10 Store and use hazardous chemicals safely.
- 18.8.11 Store primary kitchen equipment safely.
- 18.8.12 Use safety communications terms/lingo (e.g., hot pan, behind you, open door).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 18.9: Demonstrate knowledge of fire-safety procedures.**

**Descriptors:**

- 18.9.1 Recognize electrical hazards that can cause accidental fires.
- 18.9.2 Identify types of fires and appropriate fire extinguishers.
- 18.9.3 Determine locations of fire suppression systems.
- 18.9.4 Discuss evacuation techniques used in the event of a fire (e.g., common meeting point, etc.).
- 18.9.5 Schedule and clean equipment frequently to prevent fires.
- 18.9.6 Demonstrate actions to take if a restaurant or foodservice fire occurs.

## Unit 19: Culinary and Foodservice Management Operations

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 19.1: Maintain culinary and foodservice operations records.**

**Descriptors:**

- 19.1.1 Identify common culinary and foodservice operations records.
- 19.1.2 Explain uses of record-keeping systems for culinary and foodservice operations.
- 19.1.3 Maintain a record-keeping system.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 19.2: Analyze culinary and foodservice operations records.**

**Descriptors:**

- 19.2.1 Analyze record-keeping needs.
- 19.2.2 Identify reports commonly prepared from culinary and foodservice operations records.
- 19.2.3 Prepare and analyze culinary and foodservice operations reports.
- 19.2.4 Take corrective action based on analyses of reports.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 19.3: Describe cost controls.**

**Descriptors:**

- 19.3.1 Identify factors affecting cost control (e.g., food costs, menus, recipe costing, receiving, etc.).
- 19.3.2 Explain the economic impact of food spoilage.
- 19.3.3 List steps in the process of controlling food costs.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 19.4: Analyze cost controls.**

**Descriptors:**

- 19.4.1 Establish a framework for cost control.
- 19.4.2 Analyze costs using the established cost-control framework.
- 19.4.3 Analyze the relationship between cost and sales to determine food cost percentage.
- 19.4.4 Perform computations to define cost, volume and profit relationships.
- 19.4.5 Determine return on investment for a foodservice operation.
- 19.4.6 List factors contributing to labor costs, such as employee turnover, business volume and quality and quantity standards.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 19.5: Follow basic foodservice operations procedures.**

**Descriptors:**

- 19.5.1 Complete unit inspection forms/procedures and cleaning checklists/procedures.
- 19.5.2 Monitor dining-room seating availability.
- 19.5.3 Perform table visits to ensure overall customer satisfaction.
- 19.5.4 Maintain service times.
- 19.5.5 Perform customer readiness checks.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 19.6: Explore food and supply procurement.**

**Descriptors:**

- 19.6.1 List factors that affect food prices.
- 19.6.2 List the criteria for selecting appropriate supplies.
- 19.6.3 Discuss considerations in selecting and procuring culinary and foodservice operations equipment.
- 19.6.4 List considerations and quality standards used in purchasing eggs, poultry, seafood, meat, game, produce, convenience foods, processed foods and dairy products.
- 19.6.5 Explain the benefits and drawbacks of the local sourcing/purchasing of farm-to-table food products.
- 19.6.6 List considerations in purchasing sustainable nonfood items for culinary and foodservice operations (e.g., disposability, compostability, environmental friendliness, etc.).
- 19.6.7 Inventory perishable and nonperishable items.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 19.7: Assist in the procurement of food and supplies.**

**Descriptors:**

- 19.7.1 Explain how production records influence purchasing decisions.
- 19.7.2 Describe characteristics of approved food vendors.
- 19.7.3 Qualify vendors.
- 19.7.4 Follow up on orders with suppliers.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 19.8: Order food, supplies and equipment.**

**Descriptors:**

- 19.8.1 Use electronic and manual inventory systems to order food (e.g., c-bord).
- 19.8.2 Project inventory needs based on built-to amounts.
- 19.8.3 Maintain food, supply and equipment budgets.
- 19.8.4 Identify food and supply specifications and quantities to be ordered based on perpetual and physical inventory methods.
- 19.8.5 Write purchase orders for the items to be purchased.
- 19.8.6 Explain the differences between formal and informal buying and the formal bidding process.
- 19.8.7 Employ cost-saving procedures (e.g., rebates, best pricing, etc.).
- 19.8.8 Follow sustainability principles/procedures in purchasing.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 19.9: Receive foods and supplies.**

**Descriptors:**

- 19.9.1 Manage food receiving using electronic inventory systems.
- 19.9.2 Check shipments against orders.
- 19.9.3 Verify vendors and their orders.
- 19.9.4 Count and weigh food and supplies.
- 19.9.5 Inspect food and supplies (e.g., expiration dates, temperatures, dented cans, frozen crystals).
- 19.9.6 Complete receiving records.
- 19.9.7 Manage a food receiving temperature log.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 19.10: Store foods and supplies.**

**Descriptors:**

- 19.10.1 Manage food storage using electronic and manual inventory systems.
- 19.10.2 Describe types of food storage appropriate for various foods and supplies.
- 19.10.3 Maintain sanitation of storage areas.
- 19.10.4 Maintain storage temperatures required for foods.
- 19.10.5 Organize inventory using the first-in, first-out (FIFO) rotation system.
- 19.10.6 Manage a food storage temperature log.
- 19.10.7 Adhere to health and fire codes pertaining to storage.

## Unit 20: Information Technology

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 20.1: Discuss software applications in culinary and foodservice operations.**

**Descriptors:**

- 20.1.1 Describe point-of-sale (POS) systems used in culinary and foodservice operations (e.g., Micros).
- 20.1.2 Discuss basic computer applications used in culinary and foodservice operations.
- 20.1.3 Identify computer programs used for food production.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 20.2: Utilize software applications in culinary and foodservice operations.**

**Descriptors:**

- 20.2.1 Utilize menu/recipe management systems.
- 20.2.2 Employ software programs for human resources management.
- 20.2.3 Utilize software programs for production scheduling, inventory control, POS, profit, loss, temperature control and procurement.
- 20.2.4 Utilize computer programs for call-ahead seating and pre-orders.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 20.3: Locate recipes and product information online.**

**Descriptors:**

- 20.3.1 Identify relevant Web sites for product information and recipes.
- 20.3.2 Bookmark Web sites for future reference.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 20.4: Utilize online recipes and product information for menu planning.**

**Descriptors:**

- 20.4.1 Download recipes and product information.
- 20.4.2 Modify recipes, observing copyright rules.

## Unit 21: Customer Relations and Quality Services

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 21.1: Process customer orders.**

**Descriptors:**

- 21.1.1 Present and describe á la carte menu items and pricing.
- 21.1.2 Demonstrate knowledge of product preparation, ingredients, and nutritional information.
- 21.1.3 Promote feature items and signature items.
- 21.1.4 Record and repeat customers' orders.
- 21.1.5 Record orders using a POS terminal.
- 21.1.6 Establish timing for order delivery.
- 21.1.7 Transfer order information to the food and/or beverage area(s).
- 21.1.8 Check back soon after order delivery to verify satisfaction.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 21.2: Provide table service.**

**Descriptors:**

- 21.2.1 Describe traditional and contemporary types of service (e.g., Oriental, French, Russian, American, formal, informal).
- 21.2.2 Maintain the work area in accordance with established standards for cleanliness and sanitation.
- 21.2.3 Seat customers.
- 21.2.4 Demonstrate sensitivity to cultural differences during service.
- 21.2.5 Apply teamwork skills during service.
- 21.2.6 Serve beverages (e.g., alcoholic and nonalcoholic).
- 21.2.7 Serve multiple tables.
- 21.2.8 Select and use appropriate server tools.
- 21.2.9 Prepare food at tableside.
- 21.2.10 Demonstrate food showmanship.
- 21.2.11 Serve special foods.
- 21.2.12 Package leftovers for customers.
- 21.2.13 Monitor customers' dining experiences.
- 21.2.14 Remove dishes from the dining area when customers are finished.
- 21.2.15 Set tables for breakfast, lunch and dinner.
- 21.2.16 Clean spills, pre-bus tables and load bussing tray or tub.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 21.3: Provide the services required by special situations.**

**Descriptors:**

- 21.3.1 Receive and record reservations.
- 21.3.2 Provide accommodations as required under the Americans with Disabilities Act (ADA).
- 21.3.3 Provide services requested by customers with special requests (e.g., dietary restrictions, allergies, etc.).
- 21.3.4 Provide services requested by customers with children.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 21.4: Provide banquet and catering services.**

**Descriptors:**

- 21.4.1 Order and receive special decorations, supplies and equipment.
- 21.4.2 Prepare food for off-site service.
- 21.4.3 Set up serving and eating areas.
- 21.4.4 Transport food safely and appropriately to cater offsite.
- 21.4.5 Maintain serving area (e.g., temperature, product quality).
- 21.4.6 Follow established procedures for using and maintaining chafing dishes.
- 21.4.7 Break down eating and serving areas.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 21.5: Provide wine service as requested by customers.**

**Descriptors:**

- 21.5.1 Present wine list to customers.
- 21.5.2 Recommend wines to pair with menu items.
- 21.5.3 Take wine order.
- 21.5.4 Select and place suitable wine glasses.
- 21.5.5 Present and serve wine.
- 21.5.6 Remove empty bottles and glasses.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 21.6: Monitor the consumption of alcoholic beverages by customers.**

**Descriptors:**

- 21.6.1 Discuss types of alcoholic beverages.
- 21.6.2 Explain a foodservice operation's liability in serving alcoholic beverages.
- 21.6.3 Recognize obvious signs of customer intoxication.
- 21.6.4 Take appropriate action in response to an intoxicated customer.
- 21.6.5 Verify that customers are "of age" to consume alcoholic beverages.

## Unit 22: Side Work

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

### Competency 22.1: Maintain the dining room.

#### Descriptors:

- 22.1.1 Stock and restock service stations.
- 22.1.2 Prepare various types of table settings.
- 22.1.3 Prepare napkins by folding them or by wrapping them around flatware.
- 22.1.4 Place linen and/or placemats on the table.
- 22.1.5 Fill salt and pepper shakers and condiment containers.
- 22.1.6 Place condiments, candles, centerpiece, point-of-purchase (POP) displays and salt and pepper shakers for dining.
- 22.1.7 Follow regulations regarding table set.
- 22.1.8 Maintain periphery areas (e.g., restrooms, entrance, vestibule, parking lot).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

### Competency 22.2: Maintain the beverage station.

#### Descriptors:

- 22.2.1 Stock and restock beverage supplies.
- 22.2.2 Prepare hot, cold and reconstituted beverages using different types of equipment.
- 22.2.3 Explain selected beverage preparation methods.
- 22.2.4 Dispense beverages from hot and cold beverage equipment.
- 22.2.5 Maintain scheduled servicing of beverage equipment (e.g., ice machines, beverage and water dispensers).
- 22.2.6 Calibrate beverage machines.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

### Competency 22.3: Maintain service items.

#### Descriptors:

- 22.3.1 Maintain textile items in accordance with established procedures for use, storage and loss prevention.
- 22.3.2 Maintain flatware and glassware (e.g., storage, disposal).
- 22.3.3 Maintain menus (e.g., clean or replace).
- 22.3.4 Maintain napkin containers (e.g., clean, refill).
- 22.3.5 Maintain condiment containers (e.g., clean, refill).
- 22.3.6 Maintain single-service items (e.g., disposable items, portion packs).

## Unit 23: Nutrition and Menu Development

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 23.1: Explain nutritional issues.**

**Descriptors:**

- 23.1.1 Explain basic and special dietary terminology, concepts and principles.
- 23.1.2 Discuss written and graphic nutritional information.
- 23.1.3 Explain food allergies and their symptoms.
- 23.1.4 Describe common substances found in food that are toxic.
- 23.1.5 Explain factors affecting eating habits (e.g., eating disorders, lifestyles, obesity).
- 23.1.6 Characterize the roles of carbohydrates, and identify foods that contain them.
- 23.1.7 Characterize the roles of lipids, and identify foods that contain them.
- 23.1.8 Characterize the roles of proteins, and identify foods that contain them.
- 23.1.9 Characterize the roles of water, vitamins and minerals in the human diet, and identify foods that contain these nutrients.
- 23.1.10 Describe a healthy diet.
- 23.1.11 Discuss recommended dietary allowances (RDAs) and the Food Guide Pyramid to plan meals.
- 23.1.12 Discuss methods used to promote healthy eating habits.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 23.2: Apply nutritional information to menu planning for an event or activity.**

**Descriptors:**

- 23.2.1 Examine menu items to determine ways to lower salt and fat content.
- 23.2.2 Establish nutritionally balanced menus based on Dietary Guidelines for Americans and MyPyramid.
- 23.2.3 Discuss healthy menu options (e.g., low salt, vegetarian, etc.).
- 23.2.4 Identify recipes that preserve nutrients in quantity cooking.
- 23.2.5 Suggest ways to make recipes more healthful.
- 23.2.6 Suggest healthful substitutes for high fat ingredients.
- 23.2.7 Modify recipes to reduce cholesterol.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 23.3: Apply nutritional information to menu planning for a restaurant/foodservice operation.**

**Descriptors:**

- 23.3.1 Calculate the fat content of different foods.
- 23.3.2 Construct menus for special dietary needs (e.g., low salt, soft, liquid, sugar free, gluten free, vegetarian).
- 23.3.3 Develop menus using nutrition information resources available through electronic media.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 23.4: Develop standardized recipes.**

**Descriptors:**

- 23.4.1 Interpret recipe information.
- 23.4.2 Substitute recipe ingredients.
- 23.4.3 Adjust herbs, spices, flavorings and extracts.
- 23.4.4 Calculate the ingredient amounts needed to increase or decrease recipe yields.
- 23.4.5 Calculate recipe yields.
- 23.4.6 Calculate recipes using resources available through electronic media.
- 23.4.7 Apply proper techniques for portion control, including standard portion sizes.
- 23.4.8 Calculate standardized portion cost.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 23.5: Develop menu(s) for an event or activity.**

**Descriptors:**

- 23.5.1 Identify menu types, and analyze menu trends.
- 23.5.2 Design menus for total food utilization, nutritional balance and appeal.
- 23.5.3 Create menus for holidays, themes, buffets and other occasions.
- 23.5.4 Develop menus using resources available through electronic media.
- 23.5.5 Develop menu-item descriptions.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 23.6: Develop restaurant menus.**

**Descriptors:**

- 23.6.1 Identify menu types, and analyze menu trends.
- 23.6.2 Design menus for total food utilization, nutritional balance and appeal.
- 23.6.3 Prepare menus using seasonal, ethnic and regional foods.
- 23.6.4 Create menus for holidays, themes, buffets and other occasions.
- 23.6.5 Critique the physical qualities of drafted menus (e.g., organization, readability).
- 23.6.6 Schedule the rotation of menus.
- 23.6.7 Develop menus using resources available through electronic media.
- 23.6.8 Develop menus using HACCP system concepts.
- 23.6.9 Comply with the customers' right to know legislation, including nutritional ingredient information, preparation information and consumer advisories.
- 23.6.10 Develop menu-item descriptions.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 23.7: Calculate costs for an event or activity.**

**Descriptors:**

- 23.7.1 Identify economic factors that affect the raw costs of food (e.g., season, strikes, weather).
- 23.7.2 Calculate food and beverage costs per serving (i.e., yield cost).
- 23.7.3 Approximate recipe yields.
- 23.7.4 Calculate as purchased (AP) and edible portion (EP) amounts.
- 23.7.5 Calculate standard recipe costs and costs per serving.
- 23.7.6 Discuss the importance of portion control to controlling food costs.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 23.8: Calculate restaurant costs.**

**Descriptors:**

- 23.8.1 Calculate operational costs and labor productivity.
- 23.8.2 Calculate menu prices, incorporating all identified pricing factors.
- 23.8.3 Describe and give examples of controllable costs, fixed costs and variable costs related to food and labor.

## Unit 24: Culinary and Foodservice Equipment

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 24.1: Demonstrate safe operation of food preparation equipment.**

**Descriptors:**

- 24.1.1 Arrange equipment for safe and efficient access and use.
- 24.1.2 Operate ovens (e.g., standard, infrared, conventional).
- 24.1.3 Utilize a variety of food preparation equipment (e.g., ranges, mixers, fryer units, toasters, grills, slicers).
- 24.1.4 Identify kitchen equipment needed to hold and serve food and beverages.
- 24.1.5 Maintain food preparation equipment according to manufacturers' specifications, warranties and service agreements.
- 24.1.6 Identify and report equipment problems.
- 24.1.7 Use scales and carts to receive food and supplies.
- 24.1.8 Demonstrate measuring and portioning foods using ladles, measuring cups, spoons, scales and scoops.
- 24.1.9 Demonstrate methods used to prevent the cross-contamination of utensils used to prepare meat, poultry, vegetarian foods, etc.
- 24.1.10 Select appropriate cookware based on food preparation method used.
- 24.1.11 Determine equipment needed for pre-preparation.
- 24.1.12 Cut and mix foods using standard kitchen equipment.
- 24.1.13 Maintain calibration of equipment, and log where required.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 24.2: Demonstrate operation of nonfood kitchen equipment.**

**Descriptors:**

- 24.2.1 Describe the setup and function of compartment sinks.
- 24.2.2 Operate dishwashing machines, trash compactors and other equipment.
- 24.2.3 Maintain waste disposals, refrigerators, ventilation hoods and freezers according to manufacturers' specifications.
- 24.2.4 Follow established procedures for the safe handling and use of cleaning equipment.

## Unit 25: Food Preparation Basics

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 25.1: Apply calculations essential for an event or activity.**

**Descriptors:**

- 25.1.1 Measure liquids and solids by weight or volume using appropriate equipment.
- 25.1.2 Measure food temperature.
- 25.1.3 Convert recipes to meet specific quantity needs.
- 25.1.4 Calculate nutritional information per serving (e.g., calories, fat grams).
- 25.1.5 Calculate costs for one menu item.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 25.2: Apply calculations essential for a restaurant.**

**Descriptors:**

- 25.2.1 Measure liquids and solids by weight or volume using appropriate equipment.
- 25.2.2 Measure food temperature.
- 25.2.3 Convert recipes to meet specific quantity needs.
- 25.2.4 Calculate nutritional information per serving (e.g., calories, fat grams).
- 25.2.5 Calculate costs for a complete restaurant menu.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 25.3: Demonstrate artistic presentation.**

**Descriptors:**

- 25.3.1 Explain how shapes, colors, textures and design relate to food preparation and presentation.
- 25.3.2 Describe the importance of the senses as they relate to food preparation and presentation.
- 25.3.3 Apply creativity during food preparation and presentation.
- 25.3.4 Determine themes for special occasions.
- 25.3.5 Enhance food presentations using various techniques.
- 25.3.6 Show consistent appearance in prepared foods.
- 25.3.7 Describe and prepare ingredients commonly used as garnishes.
- 25.3.8 Demonstrate garnishing of plates.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 25.4: Explain basic food science principles.**

**Descriptors:**

- 25.4.1 Discuss chemical reactions that occur during food preparation, storage and presentation.
- 25.4.2 Explain the effect of heat on starches and sugars.
- 25.4.3 Explain the effect of heat and acids on proteins.
- 25.4.4 Describe functions of water in cooking.
- 25.4.5 Discuss functions of fat in cooking (e.g., medium for heat transfer, forming emulsions).
- 25.4.6 Describe the effects of pressure, including altitude, on cooking.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 25.5: Demonstrate food science principles in food preparation.**

**Descriptors:**

- 25.5.1 Demonstrate chemical reactions that occur during food preparation, storage and presentation.
- 25.5.2 Demonstrate the effect of heat on starches and sugars.
- 25.5.3 Demonstrate the effect of heat and acids on proteins.
- 25.5.4 Demonstrate functions of water in cooking.
- 25.5.5 Demonstrate functions of fat in cooking (e.g., medium for heat transfer, forming emulsions).
- 25.5.6 Demonstrate the effects of pressure, including altitude, on cooking.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 25.6: Explain food preservation methods.**

**Descriptors:**

- 25.6.1 Describe undesirable microbial growth in food.
- 25.6.2 Describe heat energy transfer methods (e.g., conduction, convection, radiation).
- 25.6.3 Explain the effects of refrigeration and freezing on food products.
- 25.6.4 Identify correct temperatures for kitchen coolers and freezers.
- 25.6.5 Discuss conditions under which fermentation can occur.
- 25.6.6 Explain chemical additives used to preserve foods (e.g., acids, antioxidants).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 25.7: Demonstrate food preservation methods.**

**Descriptors:**

- 25.7.1 Demonstrate heat energy transfer methods (e.g., conduction, convection, radiation).
- 25.7.2 Demonstrate the effects of refrigeration and freezing on food products.
- 25.7.3 Identify correct temperatures for kitchen coolers and freezers.
- 25.7.4 Explain and demonstrate types of drying procedures (e.g., mechanical, chemical).
- 25.7.5 Create conditions under which fermentation can occur.
- 25.7.6 Describe uses of food irradiation.
- 25.7.7 Use chemical additives to preserve foods (e.g., acids, antioxidants).
- 25.7.8 Describe processes used to cure meats.
- 25.7.9 Describe and demonstrate meat curing.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 25.8: Apply effective mise en place skills.**

**Descriptors:**

- 25.8.1 Explain the importance of mise en place in à la carte cooking.
- 25.8.2 Select the utensils, containers and equipment appropriate for the task to be performed.
- 25.8.3 Sanitize the utensils, containers, equipment and work space.
- 25.8.4 Assemble needed recipes and ingredients.
- 25.8.5 Determine the appropriate volume of ingredients/foods needed to prepare the correct quantity of portions.
- 25.8.6 Apply work efficiency principles in setting up a work space.
- 25.8.7 Maintain food safety.
- 25.8.8 Restore the area to a sanitary condition.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 25.9: Demonstrate various cutting techniques.**

**Descriptors:**

- 25.9.1 Identify tools for cutting by hand.
- 25.9.2 Identify the types of knives for specific cuts.
- 25.9.3 Employ standard safety precautions while performing classical cuts.
- 25.9.4 Demonstrate standard safety precautions while performing cuts using mechanical cutting tools (e.g., mandolin, food processor, chopper).
- 25.9.5 Sharpen, wash, rinse, sanitize and store cutting tools according to standards.
- 25.9.6 Demonstrate established procedures for the safe handling and use of knives, shredders, choppers and other cutting tools.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 25.10: Apply basic cooking techniques.**

**Descriptors:**

- 25.10.1 Identify the components and functions of a standardized recipe.
- 25.10.2 Describe the uses for common liquid and dry measure tools.
- 25.10.3 Explain the difference between customary and metric units of measurement.
- 25.10.4 List common spices and herbs and describe their uses.
- 25.10.5 Distinguish between seasoning and flavoring.
- 25.10.6 Discuss the use of alcoholic beverages in food preparation.
- 25.10.7 Demonstrate basic pre-preparation techniques.
- 25.10.8 Describe and demonstrate several basic preparation techniques, including clarifying butter, separating eggs, whipping egg whites and making parchment liners.
- 25.10.9 Describe dry-heat cooking methods and list the foods for which they are suited.
- 25.10.10 Describe moist-heat cooking methods and list the foods for which they are suited.
- 25.10.11 Describe combination cooking methods and list the foods for which they are suited.
- 25.10.12 Describe batch/banquet cooking methods and list the foods for which they are suited.
- 25.10.13 Apply techniques to determine whether food is fully cooked.
- 25.10.14 Discuss the proper utilization and/or handling of leftover food.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 25.11: Apply advanced cooking techniques.**

**Descriptors:**

- 25.11.1 Use alcoholic beverages in food preparation.
- 25.11.2 Demonstrate dry-heat cooking methods.
- 25.11.3 Demonstrate moist-heat cooking methods.
- 25.11.4 Demonstrate combination cooking methods.
- 25.11.5 Demonstrate batch/banquet cooking methods.
- 25.11.6 Describe molecular gastronomy cooking methods/techniques (e.g., spherification, foams, flash-freezing, transglutaminase/meat glue, etc.) and list the foods for which they are suited.
- 25.11.7 Demonstrate molecular gastronomy cooking methods/techniques.
- 25.11.8 Demonstrate the proper utilization and/or handling of leftover food.

## Unit 26: Garde Manger/Pantry Chef

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

### Competency 26.1: Prepare salads and dressings.

#### Descriptors:

- 26.1.1 Identify and describe the various ingredients used to make salads.
- 26.1.2 Demonstrate the ability to design attractive salads.
- 26.1.3 Classify and compare types of salads served at different points in the meal.
- 26.1.4 Demonstrate appropriate methods to clean salad greens.
- 26.1.5 Follow procedures to prepare and store salads properly.
- 26.1.6 Differentiate between various oils and vinegars.
- 26.1.7 Demonstrate the preparation of vinaigrette.
- 26.1.8 List the ingredients for and prepare an emulsified salad dressing.
- 26.1.9 Match the dressing to the salad greens and other ingredients.
- 26.1.10 Choose the ingredients and prepare several dips.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

### Competency 26.2: Prepare basic hors d'oeuvres.

#### Descriptors:

- 26.2.1 Prepare basic hot and cold hors d'oeuvres and appetizers.
- 26.2.2 Provide for nutritional balance and aesthetic appeal in assembling basic hors d'oeuvre and appetizer platters (e.g., amuse bouche).
- 26.2.3 Devise an efficient system for producing basic hors d'oeuvres and appetizers in quantity.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

### Competency 26.3: Prepare a variety of advanced hors d'oeuvres.

#### Descriptors:

- 26.3.1 Prepare a variety of advanced hot and cold hors d'oeuvres and appetizers.
- 26.3.2 Provide for nutritional balance and aesthetic appeal in assembling advanced hors d'oeuvre and appetizer platters (e.g., amuse bouche).
- 26.3.3 Devise an efficient system for producing advanced hors d'oeuvres and appetizers in quantity.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 26.4: Prepare sandwiches and trays of sandwich ingredients.**

**Descriptors:**

- 26.4.1 Identify the various types of sandwiches.
- 26.4.2 Select and prepare breads for sandwich making.
- 26.4.3 Prepare fillings for sandwiches (e.g., meat, cheese, poultry, seafood).
- 26.4.4 Prepare accompaniments appropriate for each sandwich type.
- 26.4.5 Prepare food items for hot sandwiches (e.g., grill, broil, sauté, deep-fry).
- 26.4.6 Assemble and garnish sandwiches.
- 26.4.7 Prepare meat and/or cheese trays.
- 26.4.8 Store sandwiches, meat and/or cheese trays.
- 26.4.9 Devise an efficient system for producing sandwiches in quantity.
- 26.4.10 Utilize a list of sanitation procedures for preparing sandwiches.
- 26.4.11 List the necessary tools and equipment for making several types of sandwiches.
- 26.4.12 Demonstrate methods used to control portions of sandwiches and sandwich ingredients.

## Unit 27: Main Entrees

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.1: Prepare egg dishes.**

**Descriptors:**

- 27.1.1 Identify the composition of eggs.
- 27.1.2 Distinguish between the various varieties/types, sizes and grades of eggs.
- 27.1.3 Store eggs according to their form (e.g., fresh, frozen, dried, liquid pasteurized).
- 27.1.4 Bind, thicken, emulsify, clarify and leaven foods using eggs.
- 27.1.5 Bake, boil, fry, scramble, shirr and poach eggs.
- 27.1.6 Prepare deviled eggs, omelets, egg custards, soufflés and quiches.
- 27.1.7 Present eggs and egg dishes for serving.
- 27.1.8 Store prepared egg dishes.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.2: Utilize milk products.**

**Descriptors:**

- 27.2.1 Distinguish among the fat content of butter, cream, 2% milk, etc.
- 27.2.2 Select dairy products (e.g., milk, cream, butter).
- 27.2.3 Store dairy products according to their form (e.g., fresh, frozen, dried, cooked).
- 27.2.4 Follow established procedures in using dairy products in food preparation.
- 27.2.5 Present dairy products for serving.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.3: Prepare basic cheese dish(es).**

**Descriptors:**

- 27.3.1 Identify the various types and origins of cheeses (current, aged, processed).
- 27.3.2 Select cheeses and cheese foods according to their intended uses.
- 27.3.3 Identify alternative low-fat and low-sodium cheeses.
- 27.3.4 Store cheeses according to their classification (e.g., soft, semi-hard, hard, processed).
- 27.3.5 Follow established procedures for using cheese(s) in cooked dish(es) and/or sauce(s).
- 27.3.6 Present cheese(s), cheese dish(es) and/or sauce(s) for serving.
- 27.3.7 Store prepared cheese dish(es) and/or sauce(s).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 27.4: Prepare a variety of advanced cheese dishes.**

**Descriptors:**

- 27.4.1 Select cheeses and cheese foods according to their intended uses.
- 27.4.2 Follow established procedures for using cheeses in a variety of elaborate cooked dishes and sauces.
- 27.4.3 Present artisan cheeses and elaborate cheese dishes and sauces for serving.
- 27.4.4 Store prepared cheese dishes and sauces.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.5: Prepare fruit dish(es).**

**Descriptors:**

- 27.5.1 Identify types of fruits, fruit dishes and juices.
- 27.5.2 Explain when different types of fruits are in season.
- 27.5.3 Select fresh or processed fruit(s) and/or juice(s) (e.g., frozen, canned, dried) according to their intended use(s).
- 27.5.4 Store fruits according to their form (e.g., fresh, frozen, canned, dried).
- 27.5.5 Discuss techniques to prevent enzymatic browning of fruit.
- 27.5.6 Discuss techniques for ripening fruit.
- 27.5.7 Prepare fresh fruit(s) for processing or use (e.g., wash, peel).
- 27.5.8 Discuss methods used to zest citrus fruit(s).
- 27.5.9 Discuss methods used to glaze, garnish, section, carve, puree, simmer, stew, cream, broil, deep-fry, bake, braise and/or marinate fruit(s).
- 27.5.10 Discuss methods used to extract juice.
- 27.5.11 Prepare processed fruit(s) for processing or use (e.g., rinse, reconstitute, thaw).
- 27.5.12 Prepare basic fruit(s) and/or fruit dish(es).
- 27.5.13 Present fruit(s) and/or fruit dish(es) for serving.
- 27.5.14 Store prepared fruit(s), fruit dish(es) and/or juice(s).
- 27.5.15 Explain the USDA quality grades for fresh fruits.
- 27.5.16 Discuss the use of super fruits.
- 27.5.17 Discuss the significance of the farm(s)/country of origin (e.g., hydroponic/greenhouse, organic, local, etc.).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 27.6: Prepare a variety of advanced fruit dishes.**

**Descriptors:**

- 27.6.1 Select fresh or processed fruits and juices (e.g., frozen, canned, dried) according to their intended uses.
- 27.6.2 Use techniques to prevent enzymatic browning of fruit.
- 27.6.3 Demonstrate techniques for ripening fruit.
- 27.6.4 Prepare fresh fruits for processing or use (e.g., wash, peel).
- 27.6.5 Zest citrus fruits.
- 27.6.6 Glaze, garnish, section, carve, puree, simmer, stew, cream, broil, deep-fry, bake, braise and marinate a variety of fruits.
- 27.6.7 Extract juices.
- 27.6.8 Prepare processed fruits for processing or use (e.g., rinse, reconstitute, thaw).
- 27.6.9 Present a variety of fruits and elaborate fruit dishes for serving.
- 27.6.10 Store prepared fruits, fruit dishes and juices.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.7: Prepare vegetable dish(es).**

**Descriptors:**

- 27.7.1 Identify types of vegetables and vegetable dishes.
- 27.7.2 Select fresh and/or processed vegetable(s) (e.g., frozen, canned, dried) according to their intended uses.
- 27.7.3 Store vegetables according to their form (e.g., fresh, frozen, canned, dried).
- 27.7.4 Prepare fresh vegetable(s) for processing or use (e.g., wash, peel).
- 27.7.5 Identify vegetable cookery methods designed to maintain nutritional value, color and texture.
- 27.7.6 Follow established procedure(s) in basic food preparation.
- 27.7.7 Discuss methods used to prepare vegetable casserole(s).
- 27.7.8 Discuss methods used to deep-fry, grill, poach, puree, simmer, steam, stew, cream, broil, bake, braise, marinate and/or glaze vegetable(s).
- 27.7.9 Discuss methods used to extract juice.
- 27.7.10 Prepare vegetable(s) for processing or use (e.g., drain, chill, marinate, thaw).
- 27.7.11 Prepare basic vegetable(s) and/or vegetable dish(es).
- 27.7.12 Hold vegetable(s) and/or vegetable dish(es) to maintain their quality.
- 27.7.13 Present vegetable(s) and/or vegetable dish(es) for serving.
- 27.7.14 Store prepared vegetable(s) and/or vegetable dish(es).
- 27.7.15 Explain the USDA quality grades for fresh vegetables.
- 27.7.16 Discuss the significance of the farm(s)/country of origin (e.g., hydroponic/greenhouse, organic, local, etc.).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 27.8: Prepare a variety of advanced vegetable dishes.**

**Descriptors:**

- 27.8.1 Select fresh or processed vegetables (e.g., frozen, canned, dried) according to their intended uses.
- 27.8.2 Prepare fresh vegetables for processing or use (e.g., wash, peel).
- 27.8.3 Utilize vegetable cookery methods designed to maintain nutritional value, color and texture.
- 27.8.4 Follow established procedures in advanced food preparation.
- 27.8.5 Prepare vegetable casseroles.
- 27.8.6 Deep-fry, grill, poach, puree, simmer, steam, stew, cream, broil, bake, braise, marinate and glaze a variety of vegetables.
- 27.8.7 Extract juice.
- 27.8.8 Prepare vegetables for processing or use (e.g., drain, chill, marinate, thaw).
- 27.8.9 Hold vegetables and elaborate vegetable dishes to maintain their quality.
- 27.8.10 Present vegetables and elaborate vegetable dishes for serving.
- 27.8.11 Store prepared vegetables and elaborate vegetable dishes.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.9: Prepare pasta dishes.**

**Descriptors:**

- 27.9.1 Identify the shapes, styles and cuts of different types of pasta.
- 27.9.2 Select types of pasta according to their intended uses.
- 27.9.3 Make fresh pasta.
- 27.9.4 Prepare pasta for cooking (e.g., dumplings, ravioli, lasagna, etc.).
- 27.9.5 Cook pasta, including fresh pasta.
- 27.9.6 Follow established procedures for using pasta in entrées.
- 27.9.7 Troubleshoot problems with pasta preparation and presentation.
- 27.9.8 Prepare pasta sauces (e.g., white, red, meat, cheese, oil).
- 27.9.9 Present pasta dishes for serving.
- 27.9.10 Store prepared pasta dishes.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.10: Prepare grain and cereal dishes.**

**Descriptors:**

- 27.10.1 Select hot and cold grain and cereal products according to their intended uses.
- 27.10.2 Store and cook grains and cereals.
- 27.10.3 Follow established procedures for using grains and cereals in food preparation.
- 27.10.4 Present grain and cereal dishes for serving.
- 27.10.5 Store prepared grain and cereal dishes.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.11: Prepare rice dishes.**

**Descriptors:**

- 27.11.1 Select types of rice according to their intended uses.
- 27.11.2 Cook rice using boiling, pilaf and risotto methods.
- 27.11.3 Follow established procedures for using rice in food preparation.
- 27.11.4 Present rice dishes for serving.
- 27.11.5 Store prepared rice dishes.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.12: Prepare legume dishes.**

**Descriptors:**

- 27.12.1 Identify types of legumes (e.g., peas, beans, lentils).
- 27.12.2 Select legumes according to their intended uses.
- 27.12.3 Store and cook legumes.
- 27.12.4 Follow established procedures for using legumes in food preparation.
- 27.12.5 Present legume dishes for serving.
- 27.12.6 Store prepared legume dishes.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.13: Prepare potato dishes.**

**Descriptors:**

- 27.13.1 Identify varieties and types of potatoes.
- 27.13.2 Select potatoes according to their intended uses.
- 27.13.3 Store and cook potatoes.
- 27.13.4 Follow established procedures for using potatoes in food preparation.
- 27.13.5 Present potato dishes for serving.
- 27.13.6 Store prepared potato dishes.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.14: Prepare basic vegetarian dish(es).**

**Descriptors:**

- 27.14.1 Identify the types of vegetarianism.
- 27.14.2 Describe common ingredients used in vegetarian dishes.
- 27.14.3 Describe common substitutes for meats, dairy and egg products.
- 27.14.4 Follow established procedure(s) for using vegetarian ingredient(s) in basic food preparation.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 27.15: Prepare a variety of advanced vegetarian dishes.**

**Descriptors:**

- 27.15.1 Follow established procedures for using vegetarian ingredients in advanced food preparation.
- 27.15.2 Present a variety of elaborate vegetarian dishes for serving.
- 27.15.3 Store a variety of prepared vegetarian dishes.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.16: Prepare basic meat dish(es).**

**Descriptors:**

- 27.16.1 Describe the United States Department of Agriculture (USDA) grading system for meats.
- 27.16.2 Identify types of meat.
- 27.16.3 Discuss basic meat butchering.
- 27.16.4 Discuss meat primal and offal cuts.
- 27.16.5 Select meat(s) according to their intended uses.
- 27.16.6 Follow established procedure(s) for using meat(s) in basic food preparation.
- 27.16.7 Discuss methods used to store, tenderize, marinate, trim, grind, roast, bake, panfry, sauté, stir-fry, broil, grill, blacken, braise, stew, boil, poach, deep-fry, barbecue and/or smoke meat(s).
- 27.16.8 Discuss techniques used to prepare meat casserole(s).
- 27.16.9 Garnish meat dish(es).
- 27.16.10 Discuss methods used to prepare stuffing and/or dressing.
- 27.16.11 Prepare basic meat dish(es).
- 27.16.12 Present meat dish(es) for serving.
- 27.16.13 Store prepared meat dish(es).
- 27.16.14 Follow degrees of doneness for meat.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 27.17: Prepare a variety of advanced meat dishes.**

**Descriptors:**

- 27.17.1 Demonstrate basic meat butchering.
- 27.17.2 Produce meat primal and offal cuts.
- 27.17.3 Select meats according to their intended uses.
- 27.17.4 Follow established procedures for using meats in advanced food preparation.
- 27.17.5 Store, tenderize, marinate, trim, grind, roast, bake, panfry, sauté, stir-fry, broil, grill, blacken, braise, stew, boil, poach, deep-fry, barbecue and smoke meat.
- 27.17.6 Prepare meat casseroles.
- 27.17.7 Garnish meat dishes.
- 27.17.8 Prepare stuffing and/or dressing.
- 27.17.9 Present a variety of elaborate meat dishes for serving.
- 27.17.10 Store a variety of prepared meat dishes.
- 27.17.11 Follow degrees of doneness for meat.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.18: Prepare basic poultry dish(es).**

**Descriptors:**

- 27.18.1 Describe the USDA federal grading system for poultry.
- 27.18.2 Identify the various forms of poultry.
- 27.18.3 Select poultry according to its intended use.
- 27.18.4 Identify and fabricate parts of a chicken.
- 27.18.5 Follow established procedure(s) for using poultry in basic food preparation.
- 27.18.6 Discuss methods used to store, tenderize, marinate, trim, grind, roast, bake, panfry, sauté, stir-fry, broil, grill, blacken, braise, stew, boil, poach, deep-fry, barbecue and/or smoke poultry.
- 27.18.7 Discuss techniques used to prepare casserole(s).
- 27.18.8 Garnish dish(es).
- 27.18.9 Discuss methods used to prepare stuffing and/or dressing.
- 27.18.10 Prepare basic poultry dish(es).
- 27.18.11 Present poultry dish(es) for serving.
- 27.18.12 Store prepared poultry dish(es).
- 27.18.13 Follow degrees of doneness for poultry.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 27.19: Prepare a variety of advanced poultry dishes.**

**Descriptors:**

- 27.19.1 Select poultry according to its intended use.
- 27.19.2 Fabricate a chicken.
- 27.19.3 Follow established procedures for using poultry in advanced food preparation.
- 27.19.4 Store, tenderize, marinate, trim, grind, roast, bake, panfry, sauté, stir-fry, broil, grill, blacken, braise, stew, boil, poach, deep-fry, barbecue and smoke poultry.
- 27.19.5 Prepare casseroles.
- 27.19.6 Garnish dishes.
- 27.19.7 Prepare stuffing and dressing.
- 27.19.8 Present a variety of elaborate poultry dishes for serving.
- 27.19.9 Store a variety of prepared poultry dishes.
- 27.19.10 Follow degrees of doneness for poultry.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 27.20: Prepare basic seafood dish(es).**

**Descriptors:**

- 27.20.1 Describe the Federal Department of Agriculture (FDA) standards for seafood.
- 27.20.2 Identify the various forms of seafood.
- 27.20.3 Discuss differences between wild and farm-raised seafood.
- 27.20.4 Identify reliable sources of seafood.
- 27.20.5 Describe sustainable sources of seafood.
- 27.20.6 Select seafood according to its intended use.
- 27.20.7 Discuss methods used to fabricate seafood.
- 27.20.8 Follow established procedure(s) for using seafood in basic food preparation.
- 27.20.9 Discuss methods used to store, tenderize, marinate, trim, grind, roast, bake, panfry, sauté, stir-fry, broil, grill, blacken, braise, stew, boil, poach, deep-fry, barbecue and/or smoke seafood.
- 27.20.10 Discuss techniques used to prepare casseroles.
- 27.20.11 Garnish dish(es).
- 27.20.12 Describe methods used to prepare stuffing and/or dressing.
- 27.20.13 Prepare basic seafood dish(es).
- 27.20.14 Present seafood dish(es) for serving.
- 27.20.15 Store prepared seafood dish(es).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 27.21: Prepare a variety of advanced seafood dishes.**

**Descriptors:**

- 27.21.1 Select seafood according to its intended use.
- 27.21.2 Demonstrate methods to fabricate seafood.
- 27.21.3 Follow established procedures for using seafood in advanced food preparation.
- 27.21.4 Store, tenderize, marinate, trim, grind, roast, bake, panfry, sauté, stir-fry, broil, grill, blacken, braise, stew, boil, poach, deep-fry, barbecue and smoke seafood.
- 27.21.5 Prepare casseroles.
- 27.21.6 Garnish dishes.
- 27.21.7 Prepare stuffing and dressing.
- 27.21.8 Present a variety of elaborate seafood dishes for serving.
- 27.21.9 Store a variety of prepared seafood dishes.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 27.22: Discuss the preparation of game dishes.**

**Descriptors:**

- 27.22.1 Describe the FDA inspection system for game.
- 27.22.2 Identify the various forms of game.
- 27.22.3 Discuss differences between wild and farm-raised game.
- 27.22.4 Identify reliable sources of game.
- 27.22.5 Describe sustainable sources of game.
- 27.22.6 Discuss the intended use of different game meats.
- 27.22.7 Discuss methods to butcher game.
- 27.22.8 Describe established procedures for using game in food preparation.
- 27.22.9 Discuss methods used to store, tenderize, marinate, trim, grind, roast, bake, panfry, sauté, stir-fry, broil, grill, blacken, braise, stew, boil, poach, deep-fry, barbecue and smoke game.
- 27.22.10 Discuss methods used to prepare casseroles.
- 27.22.11 Describe methods to garnish dishes.
- 27.22.12 Discuss techniques for preparing stuffing and/or dressing.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 27.23: Prepare game dishes.**

**Descriptors:**

- 27.23.1 Select game according to its intended use.
- 27.23.2 Demonstrate methods to butcher game.
- 27.23.3 Follow established procedures for using game in food preparation.
- 27.23.4 Store, tenderize, marinate, trim, grind, roast, bake, panfry, sauté, stir-fry, broil, grill, blacken, braise, stew, boil, poach, deep-fry, barbecue and smoke game.
- 27.23.5 Prepare casseroles.
- 27.23.6 Garnish dishes.
- 27.23.7 Prepare stuffing and/or dressing.
- 27.23.8 Present game dishes for serving.
- 27.23.9 Store prepared game dishes.

## Unit 28: Stocks, Soups, Sauces and Gravies

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

### Competency 28.1: Prepare stocks.

#### Descriptors:

- 28.1.1 Identify essential parts of stock.
- 28.1.2 Describe the proper ingredients for each stock type.
- 28.1.3 Identify ingredients, seasonings and procedures used in stock preparation.
- 28.1.4 Prepare vegetable, veal, white, brown, poultry and fish stocks.
- 28.1.5 Store stocks.
- 28.1.6 Demonstrate methods for preparing bones for stock.
- 29.1.7 Discuss how to degrease stock.
- 29.1.8 Explain the importance of degreasing stock.
- 29.1.9 Apply techniques to cool stock properly.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

### Competency 28.2: Prepare soups.

#### Descriptors:

- 28.2.1 Identify the two basic kinds of soups (i.e., thick and clear).
- 28.2.2 Give examples of thick and clear soups.
- 28.2.3 Identify ingredients, seasonings and procedures used in soup preparation.
- 28.2.4 Utilize commercially prepared bases.
- 28.2.5 Prepare pureed, vegetable, consommé and nationality soups.
- 28.2.6 Prepare broth-based, cream-based, cold and clear soups.
- 28.2.7 Prepare chowders.
- 28.2.8 Present soups for serving.
- 28.2.9 Store soups.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 28.3: Prepare sauces.**

**Descriptors:**

- 28.3.1 Identify major sauce families.
- 28.3.2 Identify thickening agents and their uses.
- 28.3.3 Prepare thickening agents.
- 28.3.4 Identify the ingredients and procedures for preparing mother sauces (e.g., espagnole béchamel, tomato, hollandaise, veloute).
- 28.3.5 Identify the ingredients and procedures for preparing international/world sauces (e.g., Asian).
- 28.3.6 Prepare mother, secondary, butter and cold sauces.
- 28.3.7 Prepare sauces and pan gravy.
- 28.3.8 Prepare sauces from commercially prepared products.
- 28.3.9 Present sauces for serving.
- 28.3.10 Reconstitute broken sauces.
- 28.3.11 Store sauces.
- 28.3.12 Match sauces to appropriate foods.

## Unit 29: Bakery Products and Desserts

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 29.1: Apply basic principles of baking.**

**Descriptors:**

- 29.1.1 Identify the properties and functions of the basic ingredients used in baked goods (e.g., flours, risers, etc.).
- 29.1.2 Weigh ingredients used in baking.
- 29.1.3 Measure ingredients used in baking.
- 29.1.4 Convert formulas.
- 29.1.5 Identify substitutions.
- 29.1.6 Identify properly baked products.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 29.2: Apply advanced principles of baking.**

**Descriptors:**

- 29.2.1 Identify the properties and functions of the basic ingredients used in baked goods (e.g., flours, risers, etc.).
- 29.2.2 Convert formulas.
- 29.2.3 Balance dough formulas according to baker's percentages.
- 29.2.4 Identify substitutions.
- 29.2.5 Identify properly baked products.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 29.3: Prepare non-yeast products.**

**Descriptors:**

- 29.3.1 Prepare pancakes, crepes and waffles.
- 29.3.2 Prepare quick breads (e.g., muffins, biscuits, coffee cakes, cornbreads).
- 29.3.3 Prepare cake doughnuts.
- 29.3.4 Store baked non-yeast products.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 29.4: Prepare basic yeast products (e.g., raised breads, rolls, doughnuts).**

**Descriptors:**

- 29.4.1 Properly store and use yeast.
- 29.4.2 Mix yeast dough.
- 29.4.3 Proof yeast products.
- 29.4.4 Bake yeast products.
- 29.4.5 Glaze and/or wash baked yeast products.
- 29.4.6 Store baked yeast products.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 29.5: Prepare a variety of advanced yeast products (e.g., raised breads, rolls, doughnuts).**

**Descriptors:**

- 29.5.1 Properly store and use yeast.
- 29.5.2 Mix yeast dough.
- 29.5.3 Proof yeast products.
- 29.5.4 Bake yeast products.
- 29.5.5 Glaze and/or wash baked yeast products.
- 29.5.6 Prepare sponge rolls (e.g., sourdough starter).
- 29.5.7 Store baked yeast products.
- 29.5.8 Prepare and bake laminated doughs.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 29.6: Prepare cookies.**

**Descriptors:**

- 29.6.1 Prepare bar, drop, hand-cut, rolled, refrigerator, pressed and molded cookies.
- 29.6.2 Store cookies.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 29.7: Prepare basic cakes.**

**Descriptors:**

- 29.7.1 Prepare batter, foam and sponge cakes.
- 29.7.2 Prepare fruitcakes.
- 29.7.3 Portion cakes for serving.
- 29.7.4 Store cakes.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 29.8: Prepare a variety of advanced cakes.**

**Descriptors:**

- 29.8.1 Prepare batter, foam and sponge cakes.
- 29.8.2 Prepare fruitcakes.
- 29.8.3 Portion cakes for serving.
- 29.8.4 Store cakes.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 29.9: Prepare and apply basic finishes and decorations.**

**Descriptors:**

- 29.9.1 Prepare washes and glazes, icings (e.g., royal, boiled), frostings (e.g., buttercream), whipped toppings and fillings.
- 29.9.2 Decorate bakery and dessert products.
- 29.9.3 Store washes, glazes, icings, frostings and fillings.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 29.10: Prepare and apply a variety of advanced finishes and decorations.**

**Descriptors:**

- 29.10.1 Prepare a variety of washes and glazes, icings (e.g., royal, boiled), frostings (e.g., buttercream), whipped toppings and fillings.
- 29.10.2 Decorate bakery and dessert products.
- 29.10.3 Store washes, glazes, icings, frostings and fillings.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 29.11: Prepare basic pies, pastries and meringues.**

**Descriptors:**

- 29.11.1 Prepare pie crust dough.
- 29.11.2 Prepare crumb crusts.
- 29.11.3 Prepare puff pastries.
- 29.11.4 Prepare fruit, custard, cream and chiffon fillings.
- 29.11.5 Prepare meringues.
- 29.11.6 Bake pies and pastries.
- 29.11.7 Portion pies and pastries for serving.
- 29.11.8 Store pies, pastries and meringues.
- 29.11.9 Explain how crème anglaise, pastry creams and Bavarian creams are used in desserts.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 29.12: Prepare a variety of advanced pies, pastries and meringues.**

**Descriptors:**

- 29.12.1 Prepare pie crust dough.
- 29.12.2 Prepare crumb crusts.
- 29.12.3 Prepare puff pastries.
- 29.12.4 Prepare fruit, custard, cream and chiffon fillings.
- 29.12.5 Prepare meringues.
- 29.12.6 Bake pies and pastries.
- 29.12.7 Portion pies and pastries for serving.
- 29.12.8 Store pies, pastries and meringues.
- 29.12.9 Prepare crème anglaise, pastry creams and Bavarian creams to be used in desserts.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 29.13: Prepare basic specialty desserts.**

**Descriptors:**

- 29.13.1 Identify the various types of specialty desserts.
- 29.13.2 Prepare candies, cheesecakes, crepes, mousses, poached fruit, tortes, frozen desserts, baked custards, syrups and sweet sauces.
- 29.13.3 Portion specialty desserts for serving.
- 29.13.4 Store specialty desserts.
- 29.13.5 Describe how to temper chocolate.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 29.14: Prepare advanced specialty desserts.**

**Descriptors:**

- 29.14.1 Identify the various types of specialty desserts.
- 29.14.2 Prepare candies, cheesecakes, crepes, mousses, poached fruit, tortes, frozen desserts, baked custards, syrups and sweet sauces.
- 29.14.3 Portion specialty desserts for serving.
- 29.14.4 Store specialty desserts.
- 29.14.5 Prepare dessert soufflés.
- 29.14.6 Temper chocolate.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 29.15: Prepare commercial mixes.**

**Descriptors:**

- 29.15.1 Identify commercial mixes available for baked products (e.g., cakes, pancakes, waffles, muffins, rolls, cookies).
- 29.15.2 Bake products in accordance with package directions.
- 29.15.3 Prepare convenience products in accordance with package directions.
- 29.15.4 Identify the ingredients of commercial mixes.

# **Lodging and Travel Services Pathway**

## Unit 30: Lodging and Travel Services Product/Service Knowledge

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 30.1: Describe the scope, trends and issues in the lodging and travel services industry.**

**Descriptors:**

- 30.1.1 Explain the scope of the lodging and travel services industry (e.g., transportation, tour operators, lodging, assembly and event management, restaurant management, and recreation).
- 30.1.2 Describe the evolution of the lodging and travel services industry and relate it to changing patterns of transportation, destinations and guest needs.
- 30.1.3 Discuss environmental issues confronting the lodging and travel services industry.
- 30.1.4 Describe issues confronting independent lodging and travel services businesses.
- 30.1.5 Identify sustainability efforts being used in the lodging and travel services industry.
- 30.1.6 Discuss the impact of increased employee and customer diversity.
- 30.1.7 Describe the increased need to focus on safety and security in the lodging and travel services industry.
- 30.1.8 Explain the impact of emerging markets on the lodging and travel services industry (e.g., extreme, medical, slow).
- 30.1.9 Discuss issues associated with the merging of public and corporate events.
- 30.1.10 Describe technology issues specific to lodging and travel services (e.g., ticketless travel, self-check-in, gaming over the Internet, electronic delivery of music).

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 30.2: Summarize the major duties and qualifications for positions in the lodging and travel services industry.**

**Descriptors:**

- 30.2.1 Explain the duties and qualifications of lodging managers, event planners, destination managers, restaurant managers, recreation managers, tourism marketing specialists, travel agents, tour operators and transportation specialists.
- 30.2.2 Examine the duties and qualifications for lodging and travel services employees in business operations (e.g., human resources, finance).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 30.3: Assimilate lodging and travel services terminology into professional communications with others.**

**Descriptors:**

- 30.3.1 Identify airport, airline and city codes.
- 30.3.2 Identify names and acronyms for industry associations.
- 30.3.3 Distinguish among tour guides, escorts and group leaders.
- 30.3.4 Explain the differences between foreign independent travel (FIT) and group travel.
- 30.3.5 Use common lodging and travel services terminology (e.g., room-night, inside cabin berths, vacation itinerary, day trip, RevPar, casino cage, precon and postcon, SMERFE, astro-turfing, transient travelers).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 30.4: Explain product/service options available to lodging and travel services customers.**

**Descriptors:**

- 30.4.1 Compare and contrast transportation options.
- 30.4.2 Examine lodging options that could be offered to customers.
- 30.4.3 Examine elements of a dining experience at a variety of facilities (e.g., boardwalk vendor, cruise ship, chain restaurant, five-star facility, bed-and-breakfast).
- 30.4.4 Examine destination attractions and event options.
- 30.4.5 Examine types of meeting-room setups.
- 30.4.6 Compare and contrast all-inclusive services with á la carte service.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 30.5: Incorporate the products and/or services of complementary businesses into the provision of lodging and travel services.**

**Descriptors:**

- 30.5.1 Determine complementary businesses for the lodging and travel services product (e.g., insurance, off-property drycleaners, rental businesses, delivery services, bakeries, photographers).
- 30.5.2 Explain the roles that complementary businesses serve in delivering a seamless product.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 30.6: Explain community elements essential to maintaining lodging and travel services development efforts.**

**Descriptors:**

- 30.6.1 Describe local and regional tourism activities that involve more than one business or organization, to develop a resource base.
- 30.6.2 Examine the primary resources of the various related organizations and businesses, to best utilize available resources.
- 30.6.3 Discuss local and regional tourism issues that involve more than one organization, to determine the impact on the industry as a whole.
- 30.6.4 Describe types of tourism development efforts.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 30.7: Acquire information from a variety of sources about domestic and international locations.**

**Descriptors:**

- 30.7.1 Detail information about travel in a variety of domestic locations.
- 30.7.2 Detail information about travel in a variety of international locations.
- 30.7.3 Explain the road and travel information marked on a map.

## Unit 31: Lodging and Travel Services Marketing Communications

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 31.1: Plan and produce promotional literature and publications.**

**Descriptors:**

- 31.1.1 Define the purposes and formats of the promotional materials (e.g., events calendars, visitor guides, visitor maps, planning guides, membership services lists, brochures).
- 31.1.2 Calculate the costs involved in producing each document.
- 31.1.3 Determine the distribution channels for the literature and publications.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 31.2: Create public relations activities.**

**Descriptors:**

- 31.2.1 Create a press release and discuss distribution methods.
- 31.2.2 Create radio and video news releases.
- 31.2.3 Produce information and photos for sales brochures.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 31.3: Implement public relations activities.**

**Descriptors:**

- 31.3.1 Coordinate interviews and speeches.
- 31.3.2 Suggest ideas for interviews, features and call-in shows.
- 31.3.3 Manage in-house photography and video production.
- 31.3.4 Provide public relations training for employees and volunteers.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 31.4: Develop content for a service-based Web site.**

**Descriptors:**

- 31.4.1 Identify factors that contribute to the effectiveness of Web sites.
- 31.4.2 Discuss the advantages and disadvantages of Web site components.
- 31.4.3 Determine the costs and benefit of Web site components.
- 31.4.4 Interact with technology staff in planning and maintaining Web site.
- 31.4.5 Establish services to feature, and write copy for a Web site.
- 31.4.6 Describe interactive reservation systems, searchable calendar of activities and interactive visit planning.
- 31.4.7 Design online newsletters and materials.
- 31.4.8 Use Web site inventory as a revenue generator (e.g., sales tools, merchandise sales, sponsorship opportunities, tickets, group discounts).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 31.5: Prepare for a trade show.**

**Descriptors:**

- 31.5.1 Identify the purposes of trade shows.
- 31.5.2 Plan trade show exhibits.
- 31.5.3 Create exhibit components.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 31.6: Plan press trips and visits.**

**Descriptors:**

- 31.6.1 Determine the requirements for a visit, based on a participant's needs.
- 31.6.2 Develop procedures to verify press status.
- 31.6.3 Identify the list of attendees.
- 31.6.4 Create an itinerary
- 31.6.5 Develop an invitation.
- 31.6.6 Determine how to promote the trip to the media.
- 31.6.7 Anticipate how to respond to reporter questions.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 31.7: Develop and implement public relations crisis management plan.**

**Descriptors:**

- 31.7.1 Explain the concept of recovery marketing.
- 31.7.2 Predict potential crises.
- 31.7.3 Create reputation-management strategies.
- 31.7.4 Maintain emergency records.
- 31.7.5 Choose a well-informed spokesperson to speak for the organization.
- 31.7.6 Plan value-added solutions to the crises.
- 31.7.7 Communicate with media, based on the plan.
- 31.7.8 Describe strategies for handling negative Internet comments (e.g., those appearing on TripAdvisor).
- 31.7.9 Develop and implement strategies for using social media when handling public relations crises.
- 31.7.10 Manage third-party intermediaries.
- 31.7.11 Evaluate management of the crisis.

## Unit 32: Lodging Segment/Product Knowledge

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 32.1: Analyze the organization and structures of different types of lodging.**

**Descriptors:**

- 32.1.1 Identify common divisions or functional areas of lodging businesses, and explain the responsibilities and activities of each.
- 32.1.2 Classify functional areas by revenue and support center and by front- and back-of-house.
- 32.1.3 Analyze the importance of each division in achieving the objectives of a lodging operation.
- 32.1.4 Describe interactions between different departments or functional areas.
- 32.1.5 Describe types of meetings typically held in lodging properties.
- 32.1.6 Describe the role of hotel management companies.
- 32.1.7 Describe hotel management contracts.
- 32.1.8 Explain how franchises and referral groups work.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 32.2: Explain the lodging “product.”**

**Descriptors:**

- 32.2.1 Identify the components of the lodging product.
- 32.2.2 Describe types of room accommodations.
- 32.2.2 Explain the role physical facilities play in creating the lodging product.
- 32.2.3 Explain the role of the property’s location in the development of its product.
- 32.2.4 Describe the impact destination features have on the product.
- 32.2.5 Describe the role services play in the lodging product.
- 32.2.6 Explain the role of the guest mix in determining the lodging product.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 32.3: Explain the characteristics of different types of lodging.**

**Descriptors:**

- 32.3.1 Identify the general classifications of lodging businesses and describe their most distinctive features (e.g. airport, resort, bed and breakfast, conference, casino).
- 32.3.2 Identify services offered by world-class, mid-range and economy service properties.

## Unit 33: Management of Lodging Properties

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 33.1: Describe the role and responsibilities of lodging managers.**

**Descriptors:**

- 33.1.1 Discuss typical duties of lodging managers.
- 33.1.2 Explain the growth of job opportunities as a revenue manager.
- 33.1.3 Describe the duties of revenue managers.
- 33.1.4 Identify the growth potential of careers as lodging managers.
- 33.1.5 Discuss the role of lodging managers in ensuring that hotel standards are met.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 33.2: Describe lodging accounting processes.**

**Descriptors:**

- 33.2.1 Explain characteristics and functions of integrated accounting software packages in lodging.
- 33.2.2 Describe the unique features of lodging accounting.
- 33.2.3 Describe methods of controlling and accounting for inventory.
- 33.2.4 Identify the uniform systems of accounts relevant to the lodging segment.
- 33.2.5 Explain the purpose of revenue per available room (RevPAR).
- 33.2.6 Describe lodging tax structures.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 33.3: Manage the property's finances.**

**Descriptors:**

- 33.3.1 Set room rates.
- 33.3.2 Allocate funds to departments.
- 33.3.3 Monitor room sales and reservations.
- 33.3.4 Oversee accounting and cash flow.
- 33.3.5 Determine rooms to discount.
- 33.3.6 Determine when to offer rate specials.
- 33.3.7 Approve expenditures.
- 33.3.8 Determine variances between projected financial benchmarks and financial results.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 33.4: Describe basic legal considerations in lodging management.**

**Descriptors:**

- 33.4.1 Describe rules regarding the rights and liabilities of innkeepers under the common law system.
- 33.4.2 Explain ways in which contract law, tort law and negligence law affect the hotelkeeper.
- 33.4.3 Describe a property's duty to receive guests and the circumstances under which it can refuse to accommodate potential guests or evict guests.
- 33.4.4 Explain a guest's right to privacy and a property's duty to protect access to rooms.
- 33.4.5 Explain how the Americans with Disabilities Act (ADA) Title III affects lodging establishments.
- 33.4.6 Identify the steps a property must take to limit its liability for loss of guest valuables.
- 33.4.7 Describe the procedures a property must follow if a guest dies while at the facility.
- 33.4.8 Identify state restrictions typically placed on food-service operations.
- 33.4.9 Identify the conditions under which tips are not considered wages.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 33.5: Forecast occupancy and manage yield.**

**Descriptors:**

- 33.5.1 Describe why room occupancy forecasts are important.
- 33.5.2 Explain how room occupancy forecasts are used for scheduling employees and ordering inventory.
- 33.5.3 Analyze information useful in forecasting (e.g., market profiles, historical occupancy data, reservation trends, seasonality, lead times, special events, business profiles of groups booked, guaranteed reservations, destination activities).
- 33.5.4 Collect daily occupancy data (by room or by guests).
- 33.5.5 Calculate ratios and explain their use in forecasting occupancy (e.g., percentage of no-shows, walk-ins, overstays, under-stays).
- 33.5.6 Use the daily forecast formula to determine the number of rooms available.
- 33.5.7 Prepare 3- and 10-day occupancy forecasts.
- 33.5.8 Explain how the 10-day forecast is used.
- 33.5.9 Calculate forecast variances, based on actual versus forecasted occupancy.
- 33.5.10 Discuss ways of maximizing revenue by using forecast information in capacity management, discount allocation and duration control.

## Unit 34: Lodging Sales

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 34.1: Identify essential internal communication activities in lodging sales.**

**Descriptors:**

- 34.1.1 Describe the role of weekly sales staff meetings.
- 34.1.2 Describe the purpose of a call report.
- 34.1.3 Describe the importance of the function book.
- 34.1.4 Describe the purpose of the guestroom control book.
- 34.1.5 Explain the use of an account file.
- 34.1.6 Identify types of computerized systems in sales and their functions.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 34.2: Describe the sales opportunities available to the lodging segment.**

**Descriptors:**

- 34.2.1 Describe considerations in the organizational design of a sales department.
- 34.2.2 Describe the scope of the convention and meetings industry in terms of types of meetings, who holds the meetings and emerging types of meeting facilities.
- 34.2.3 Identify characteristics of meetings that are important for selling in a variety of markets (e.g., association; government; corporate; social, military, education, religious, fraternal and ethnic [SMERFE]).
- 34.2.4 Identify ways that lodging establishments research potential clients.
- 34.2.5 Identify databases that supply information about corporate and association meetings.
- 34.2.6 Use historical guest records to search for sales opportunities.
- 34.2.7 Describe organizations booked through third parties (e.g., Conferon, Helms Brisco, Convention and Visitors Bureau).
- 34.2.8 Explain the group's history requirements and special needs (e.g., room nights booked from previous year function).
- 34.2.9 Identify negotiable flexible items and terms (e.g., one complementary room night per 25 room nights).
- 34.2.10 Review a request for proposal (RFP) from the negotiations.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 34.3: Discuss meeting products and services.**

**Descriptors:**

- 34.3.1 Describe time and usage considerations for function rooms.
- 34.3.2 Explain types of food functions and types of food and beverage services.
- 34.3.3 Summarize considerations in deciding which audiovisual requirements to service in house and which to outsource.
- 34.3.4 Describe the types of audiovisual equipment and their uses.
- 34.3.5 Describe programs offered to guests and children of meeting attendees and the role of such programs in a successful meeting.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 34.4: Sell lodging products and services to small accounts.**

**Descriptors:**

- 34.4.1 Implement sales processes and techniques appropriate to customer.
- 34.4.2 Complete a specification sheet.
- 34.4.3 Describe the issues involved when assigning guestrooms to meeting attendees.
- 34.4.4 Explain the difference between a letter of agreement and a contract.
- 34.4.5 Complete a letter of agreement and a contract.
- 34.4.6 Explain the lodging salesperson's role in coordinating services to a client.
- 34.4.7 Use a property fact book.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 34.5: Sell lodging products and services to large or key accounts.**

**Descriptors:**

- 34.5.1 Describe typical procedures for billing groups (and for conducting a post-convention review).
- 34.5.2 Research local organizations and companies to identify potential sales opportunities.
- 34.5.3 Classify key accounts.
- 34.5.4 Maintain key accounts.
- 34.5.5 Prepare a sales kit.
- 34.5.6 Sell multiple meeting centers.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 34.6: Explain the use of a familiarization (FAM) tour.**

**Descriptors:**

- 34.6.1 Explain why businesses and organizations create FAM tours.
- 34.6.2 Identify the types of qualified participants who participate in FAM tours.
- 34.6.3 Discuss when FAM tours are used.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 34.7: Create a familiarization (FAM) tour.**

**Descriptors:**

- 34.7.1 Determine the type of and purpose for a FAM tour for a particular business.
- 34.7.2 Partner with other industry businesses for maximum exposure to a destination.
- 34.7.3 Identify the financial capital the business and its partners have available.
- 34.7.4 Pre-qualify the participants to be invited.
- 34.7.5 Determine whether participants will be charged a fee for the tour.
- 34.7.6 Develop an organization plan (e.g., destination, date of trip, suppliers, promotional materials, welcome reception).
- 34.7.7 Create a budget for the tour.
- 34.7.8 Create program overview, registration and liability materials.
- 34.7.9 Update registrants, partners and suppliers regularly.
- 34.7.10 Distribute press releases.
- 34.7.11 Post all arrangements on the Web site.
- 34.7.12 Create and mail guidebooks.
- 34.7.13 Send itinerary and other necessary details to participants.

## Unit 35: Front Office Operations

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.1: Analyze sources of reservations.**

**Descriptors:**

- 35.1.1 Describe the reservations process as a distribution system.
- 35.1.2 Examine types of distribution channels available.
- 35.1.3 Identify common global distribution systems (GDS), and describe how they work.
- 35.1.4 Describe how intersell agencies operate.
- 35.1.5 Describe types of property direct reservation channels.
- 35.1.6 Analyze the role of the Internet in customer reservations.
- 35.1.7 Differentiate between affiliate and non-affiliate networks and examine their roles as central reservations systems.
- 35.1.8 Describe the functions of the central reservations office (CRO).
- 35.1.9 Identify who generally manages a CRO and the connection between the CRO and a lodging property.
- 35.1.10 Describe the concept of automatic room availability.
- 35.1.11 Describe the role, goals and potential marketing benefits of the CRO in guest services and property reputation.
- 35.1.12 Identify typical types of data maintained by a CRO.
- 35.1.13 Describe ways a CRO may serve as a communications system.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.2: Complete a customer reservation.**

**Descriptors:**

- 35.2.1 Describe the function and benefit of a property management system (PMS) reservation module.
- 35.2.2 Explain the process of completing a customer reservation.
- 35.2.3 Complete a reservation inquiry and determine room availability.
- 35.2.4 Explain room rates, room types and room-rate terms.
- 35.2.5 Apply an appropriate room rate, including identification and application of special rates or rate plans.
- 35.2.6 Describe the purposes for and types of guaranteed reservations.
- 35.2.7 List factors that create a binding agreement between a lodging facility and a potential guest.
- 35.2.8 Compile a reservation record and confirm the reservation.
- 35.2.9 Handle Internet reservations.
- 35.2.10 Modify and cancel a reservation.
- 35.2.11 Process no-show and cancellation forms.
- 35.2.12 Examine ways that data from registration records can be used.
- 35.2.13 Describe types of reports that may be available from the reservation module.
- 35.2.14 Generate reports from reservation data.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.3: Complete steps in the registration cycle.**

**Descriptors:**

- 35.3.1 Describe the components of a rooms-management computer module.
- 35.3.2 Identify the functions of and purposes for pre-registration.
- 35.3.3 Collect guest information to develop guest profile.
- 35.3.4 Identify the types of folios available on a guest accounting module.
- 35.3.5 Compile individual and master folios as needed.
- 35.3.6 Explain the flow of registration information throughout the hotel.
- 35.3.7 Describe the advantage of a computerized room status system.
- 35.3.8 Greet guests.
- 35.3.9 Use the occupancy report and housekeeping status report to determine room availability.
- 35.3.10 Assign room to meet guest's needs.
- 35.3.11 Use a variety of data to determine the appropriate room rate, if needed.
- 35.3.12 Up-sell a guest when feasible.
- 35.3.13 Secure authorization to guarantee payment.
- 35.3.14 Follow procedures for the payment guarantee process.
- 35.3.15 Promote facility's products and services.
- 35.3.16 Handle guests who cannot be accommodated based on guarantee status.
- 35.3.17 Use floor plans to describe room locations.
- 35.3.18 Process keys using appropriate security measures.
- 35.3.19 Assist guests using a public access terminal (kiosk).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.4: Explain how a guest accounting system is used to create accounts.**

**Descriptors:**

- 35.4.1 Describe the elements of a guest accounting module.
- 35.4.2 Identify different types of accounts and the charges that can be posted to them.
- 35.4.3 Explain how account entries are made through front desk terminals and remote point-of-sale terminals.
- 35.4.4 Explain how money flows through ledgers during a guest's stay.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.5: Maintain records and accounts.**

**Descriptors:**

- 35.5.1 Keep room availability records.
- 35.5.2 Reconcile room status with the evening housekeeping report.
- 35.5.3 Prepare a current status report.
- 35.5.4 Prepare and submit the room checklist.
- 35.5.5 Block or unblock rooms.
- 35.5.6 Post charges to guest accounts and ledgers.
- 35.5.7 Process guaranteed no-shows.
- 35.5.8 Adjust disputed guest charges.
- 35.5.9 Process prepayments and advance deposits on reservations.
- 35.5.10 Set up and maintain group reservation masters.
- 35.5.11 Maintain records of competitors' activities (e.g., online activities, call arounds).
- 35.5.12 React to and track maintenance reports.
- 35.5.13 Maintain records of guests who were walked to other properties.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.6: Follow cash control procedures.**

**Descriptors:**

- 35.6.1 Explain how cash banks are issued to cashiers.
- 35.6.2 Complete a front office cash sheet.
- 35.6.3 Maintain a cash bank.
- 35.6.4 Prepare cash deposits.
- 35.6.5 Describe the importance of the cash sheet and cash bank reconciliation in the front office.
- 35.6.6 Prepare registers/terminals for operations.
- 35.5.7 Cash guests' checks.
- 35.5.8 Explain the need for accuracy when handling cash.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.7: Follow procedures for providing services for arriving guests.**

**Descriptors:**

- 35.7.1 Explain the importance of the front-of-the-house in creating a positive experience for the guest.
- 35.7.2 Recognize that different types of hotels provide different services for arriving guests.
- 35.7.3 Follow procedures for valet parking guests' vehicles.
- 35.7.4 Receive and deliver luggage for guests.
- 35.7.5 Escort guests to their rooms, explaining services available to guests and showing guests how to operate room features (e.g., ventilation, television, locks).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 35.8: Provide services for arriving guests.**

**Descriptors:**

- 35.8.1 Valet park guests' vehicles.
- 35.8.2 Receive and deliver luggage for guests.
- 35.8.3 Escort guests to their rooms, explaining services available to guests and showing guests how to operate room features (e.g., ventilation, television, locks).
- 35.8.4 Relocate guests when rooms are sold-out.
- 35.8.5 Walk guests to another property.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.9: Provide services for guests while they are staying at the property.**

**Descriptors:**

- 35.9.1 Explain the functions and advantages of a private branch exchange (PBX) system.
- 35.9.2 Take and deliver messages, mail, packages and faxes for guests.
- 35.9.3 Describe the functions of a call accounting system (CAS).
- 35.9.4 Describe the functions and features of automatic call dispensing and automatic call detection features.
- 35.9.5 Process wake-up calls.
- 35.9.6 Explain how the voice mail system works.
- 35.9.7 Describe the reasons why a lodging facility may offer Internet access and telecommunication devices for the deaf (TDD).
- 35.9.8 Explain how emerging technology for telecommunications services enhances the guest experience.
- 35.9.9 Complete the front desk logbook, and describe its importance to guests and management.
- 35.9.10 Use an information directory to give guests accurate information.
- 35.9.11 Use printed schedules of daily events to provide services to guests.
- 35.9.12 Identify types of equipment, supplies and procedural special requests.
- 35.9.13 Handle special requests for equipment and supplies.
- 35.9.14 Handle special procedural requests (e.g., transportation arrangements, sightseeing arrangements, restaurant recommendations and reservations, secretarial services, entertainment reservations).
- 35.9.15 Ship packages for customers.
- 35.9.16 Process room changes.
- 35.9.17 Process safe-deposit-box transactions.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.10: Follow procedures for providing services for departing guests.**

**Descriptors:**

- 35.10.1 Deliver express checkout packages to guestrooms.
- 35.10.2 Handle requests for late-guest checkouts.
- 35.10.3 Ask guest about future reservations.
- 35.10.4 Retrieve, store and load guests' luggage.
- 35.10.5 Follow procedures for retrieving vehicle from valet parking.
- 35.10.6 Arrange and provide transportation services for guests.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 35.11: Provide services for departing guests.**

**Descriptors:**

- 35.11.1 Deliver express checkout packages to guestrooms.
- 35.11.2 Handle requests for late-guest checkouts.
- 35.11.3 Ask guest about future reservations.
- 35.11.4 Retrieve, store and load guests' luggage.
- 35.11.5 Retrieve vehicle from valet parking.
- 35.11.6 Arrange and provide transportation services for guests.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.12: Conduct checkout processes.**

**Descriptors:**

- 35.12.1 Post outstanding charges as needed.
- 35.12.2 Present statement to departing guest.
- 35.12.3 Resolve outstanding account balances.
- 35.12.4 Collect payment from departing guest, accepting a variety of payment types based on property policies and procedures.
- 35.12.5 Transfer credit-card payments.
- 35.12.6 Process a direct bill account.
- 35.12.7 Combine multiple payment processes.
- 35.12.8 Compile a guest history record.
- 35.12.9 Follow departure procedures.
- 35.12.10 Solicit guest satisfaction feedback.
- 35.12.11 Thank guests for their business.
- 35.12.12 Describe automated checkout.
- 35.12.13 Process automatic checkouts.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.13: Follow procedures to maintain front office security.**

**Descriptors:**

- 35.13.1 Describe the front office's role in security.
- 35.13.2 Explain how key control measures protect guests.
- 35.13.3 Describe how access to different property areas is controlled.
- 35.13.4 Describe procedures for controlling lost and found items.
- 35.13.5 Ensure limited late-night access to lobby areas.
- 35.13.6 Protect credit-card data.
- 35.13.7 Describe procedures for handling Americans with Disabilities Act (ADA) rooms in an emergency.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 35.14: Manage front office security.**

**Descriptors:**

- 35.14.1 Control access to safe deposit boxes to minimize losses.
- 35.14.2 Manage front desk surveillance and access control.
- 35.14.3 Protect hotel funds.
- 35.14.4 Recognize and report suspicious situations.
- 35.14.5 Monitor entrances to identify unauthorized and suspicious persons; report their presence.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 35.15: Evaluate front office operations.**

**Descriptors:**

- 35.15.1 Complete a daily operations report.
- 35.15.2 Compute occupancy percentage, multiple occupancy ratio, average daily rate, revenue per available room (RevPAR) and average rate per guest.
- 35.15.3 Complete a room rate variance report (based on rack rates).
- 35.15.4 Compute a yield statistic.
- 35.15.5 Analyze a rooms' division budget report.
- 35.15.6 Describe the importance of the budget report in evaluating front office operations.
- 35.15.7 Compute labor cost ratios.
- 35.15.8 Compare planned and actual ratio goals.
- 35.15.9 Identify a process to follow when actual and planned results vary significantly.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 35.16: Explain the purpose of a night audit.**

**Descriptors:**

- 35.16.1 Identify reasons for conducting a night audit.
- 35.16.2 Discuss the types of reports involved in a night audit.
- 35.16.3 Explain how managers use night audit results.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 35.17: Complete a night audit.**

**Descriptors:**

- 35.17.1 Audit source documents from revenue centers.
- 35.17.2 Use the basic account posting formula and complete outstanding postings.
- 35.17.3 Reconcile room status discrepancies.
- 35.17.4 Reconcile cashiers' summary reports with the Posting Journal and source documents.
- 35.17.5 Balance departmental revenue.
- 35.17.6 Verify and post room rates and taxes.
- 35.17.7 Verify no-show reservations.
- 35.17.8 Compile the night audit daily revenue report.
- 35.17.9 Prepare required reports and cash deposits.
- 35.17.10 Report discrepancies or irregularities in the Daily Sales Report.
- 35.17.11 Compile totals into the final night audit maintenance.
- 35.17.12 Investigate and report missing checks.
- 35.17.13 Compile maintenance requests.
- 35.17.14 Distribute reports (e.g., final department detail, high balance).
- 35.17.15 Explain the advantages and disadvantages of manual, semi-automated and fully-automated accounting systems.
- 35.17.16 Describe the interaction between an automated accounting system, call accounting system and point-of-sale terminals in relation to the night audit.

## Unit 36: Food and Beverage Operations in Lodging

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 36.1: Describe the importance of the food and beverage departments in the lodging industry.**

**Descriptors:**

- 36.1.1 Identify the five primary departments in large hotel food and beverage divisions.
- 36.1.2 Discuss the profit contributions of food and beverage departments.
- 36.1.3 Describe the impact of food and beverage services on the guest experience and satisfaction.
- 36.1.4 Explain the role of food and beverage in the customer's perception of hotel quality.
- 36.1.5 Discuss the importance of food and beverage personnel in guest services.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 36.2: Explain the functions of the food and beverage department.**

**Descriptors:**

- 36.2.1 Describe the functions of the restaurant.
- 36.2.2 Detail the functions of room service.
- 36.2.3 Describe the functions of the lounge(s) or bar(s).
- 36.2.4 Describe the functions of the catering department.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 36.3: Assess the role of the menu as a marketing and planning tool.**

**Descriptors:**

- 36.3.1 Explain the importance of the menu.
- 36.3.2 Describe the menu's role in communicating an image.
- 36.3.3 Assess the use of the menu in driving purchases of food, beverages, equipment and staffing.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 36.4: Provide table service.**

**Descriptors:**

- 36.4.1 Describe customer service standards.
- 36.4.2 Follow procedures when serving guests in the dining room, guest room and/or lounge, banquet room and catering facilities.
- 36.4.3 Serve water.
- 36.4.4 Serve bread and butter.
- 36.4.5 Take and process beverage orders.
- 36.4.6 Explain how to check identifications.
- 36.4.7 Serve beverages.
- 36.4.8 Take and process food orders.
- 36.4.9 Serve food in a timely fashion.
- 36.4.10 Respond promptly to customer requests/problems.
- 36.4.11 Represent the company image.
- 36.4.12 Cross sell other food and beverage services when appropriate.
- 36.4.13 Check back with the table.
- 36.4.14 Maintain tables.
- 36.4.15 Sell after-dinner items such as coffee and dessert.
- 36.4.16 Present and settle guest check.
- 36.4.17 Clear used dinnerware and utensils.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 36.5: Perform side work.**

**Descriptors:**

- 36.5.1 Stock and maintain side stations.
- 36.5.2 Fold napkins.
- 36.5.3 Prepare bread baskets or trays.
- 36.5.4 Prepare and maintain condiments.
- 36.5.5 Prepare sugar bowls or caddies.
- 36.5.6 Prepare salt/pepper shakers and grinders.
- 36.5.7 Stock silverware.
- 36.5.8 Prepare service trays and carts.
- 36.5.9 Set up and maintain water station and pitchers.
- 36.5.10 Reset tables.
- 36.5.11 Process soiled table linens.
- 36.5.12 Package takeout items.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 36.6: Set up meeting and banquet rooms.**

**Descriptors:**

- 36.6.1 Analyze banquet event order (BEO).
- 36.6.2 Identify the type of event and set up as diagrammed.
- 36.6.3 Clean flooring in meeting or banquet room.
- 36.6.4 Drape tablecloths on function-room tables.
- 36.6.5 Skirt and flounce function-room tables.
- 36.6.6 Provide amenities for tables (e.g., pads of paper, pens/pencils, center pieces).
- 36.6.7 Obtain needed room supplies and furnishings (e.g., flip charts, podium, staging).
- 36.6.8 Identify requested audiovisual/computer equipment and set up as requested.
- 36.6.9 Hang banners and/or decorations.
- 36.6.10 Set up and/or remove air walls for the function.
- 36.6.11 Set up portable bars.
- 36.6.12 Set up buffets.
- 36.6.13 Set tables for meal functions.
- 36.6.14 Install telephones in function area.
- 36.6.15 Ensure proper functioning of the Internet., when needed.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 36.7: Cater banquets.**

**Descriptors:**

- 36.7.1 Order and receive special decorations, supplies and equipment.
- 36.7.2 Set up serving and eating areas.
- 36.7.3 Transfer food to the site.
- 36.7.4 Maintain buffets.
- 36.7.5 Maintain hors d'oeuvres at receptions.

**BIL:**           **Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 36.8:     Provide room service or in-room dining.**

**Descriptors:**

- 36.8.1     Deliver amenities to VIP rooms.
- 36.8.2     Take, record, and process room service orders.
- 36.8.3     Deliver and serve room service orders.
- 36.8.4     Obtain payment from guest.
- 36.8.5     Retrieve trays from guest rooms.
- 36.8.6     Collect customer service information.

## Unit 37: Housekeeping Operations Management

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 37.1: Describe the role of housekeeping operations in lodging.**

**Descriptors:**

- 37.1.1 Explain how the housekeeping department in hotel operations is organized and divides responsibilities.
- 37.1.2 Identify typical cleaning responsibilities in guestrooms, public areas, back-of-house and other facilities.
- 37.1.3 Describe the importance of housekeeping staff in providing quality guest services.
- 37.1.4 Explain the importance of effective communication between housekeeping, front office and engineering and maintenance.
- 37.1.5 Explain reasons that housekeeping communicates with the front office.
- 37.1.6 Discuss how everyone at the property contributes to the property's overall cleanliness.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 37.2: Maintain safety and security standards in housekeeping.**

**Descriptors:**

- 37.2.1 Explain infection and infection control procedures.
- 37.2.2 Describe types of transmittable infections.
- 37.2.3 Adhere to standards for protective clothing, and handle chemicals appropriately.
- 37.2.4 Explain how safety and security issues affect housekeeping personnel.
- 37.2.5 Describe the impact on housekeeping of the Occupational Safety and Health Administration (OSHA) hazard communication standard.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 37.3: Create standards and procedures for effective housekeeping operations.**

**Descriptors:**

- 37.3.1 Plan area inventory lists.
- 37.3.2 Create frequency schedules for cleaning guestrooms, public areas, back-of-house and auxiliary areas.
- 37.3.3 Create performance and productivity standards for all cleaning areas.
- 37.3.4 Develop procedures for cleaning the property.
- 37.3.5 Explain the tradeoffs between quality and quantity in planning housekeeping activities.
- 37.3.6 Describe management standards and procedures for operation of an on-premises laundry facility.
- 37.3.7 Develop a cleaning and maintenance program for carpets, window treatments and furniture.
- 37.3.8 Develop procedures to ensure efficient and cost-effective use of labor and supplies in relation to guestroom cleaning.
- 37.3.9 Organize work and repairs on the property's floors.
- 37.3.10 Assign and control room keys.
- 37.3.11 Establish procedures for housekeepers to use in processing lost and found.
- 37.3.12 Coordinate activities with other departments to ensure services are provided in a timely, efficient manner.
- 37.3.13 Recommend changes that could improve service and efficiency.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 37.4: Monitor the use of standards for effective housekeeping operations.**

**Descriptors:**

- 37.4.1 Perform quality inspections of rooms.
- 37.4.2 Communicate outcomes of quality inspections to housekeepers.
- 37.4.3 Inspect maintenance of carpets, window treatments and furniture.
- 37.4.4 Coordinate renovation projects.
- 37.4.5 Monitor amenity and turndown service to meet quality standards.
- 37.4.6 Supervise the provision of in-house services such as laundries, maintenance and repair, dry cleaning and valet.
- 37.4.7 Investigate service complaints, and take corrective action.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 37.5: Create and maintain productivity standards.**

**Descriptors:**

- 37.5.1 Define fixed and variable labor as it applies to housekeeping.
- 37.5.2 Calculate the labor hours required for each level of occupancy.
- 37.5.3 Calculate the number of employees to schedule at each level of occupancy.
- 37.5.4 Calculate estimated labor expenses at each level of occupancy.
- 37.5.5 Create work schedules for all housekeeping staff.
- 37.5.6 Use a room status report to assign guestrooms for cleaning.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 37.6: Manage housekeeping staff.**

**Descriptors:**

- 37.6.1 Coach and/or counsel housekeeping staff.
- 37.6.2 Encourage staff productivity through the use of incentives.
- 37.6.3 Explain incentive systems used to encourage staff productivity.
- 37.6.4 Evaluate performance of housekeeping staff members.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 37.7: Conduct a physical inventory.**

**Descriptors:**

- 37.7.1 Distinguish between recycled and non-recycled inventories.
- 37.7.2 Count and record inventory, according to facility's policies.
- 37.7.3 Calculate the number of linens needed for full occupancy.
- 37.7.4 Establish par levels for recycled inventories.
- 37.7.5 Establish order points for non-recycled inventory based on minimum and maximum quantities.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 37.8: Manage inventory.**

**Descriptors:**

- 37.8.1 Set policies for discarding linens.
- 37.8.2 Forecast necessary stock levels to facilitate effective ordering.
- 37.8.3 Establish and implement a physical inventory process.
- 37.8.4 Implement inventory control procedures.
- 37.8.5 Establish selection criteria for beds, linens, uniforms, fixtures, furniture, wall coverings, carpets and floor care products.
- 37.8.6 Select and order or purchase new equipment, supplies or furnishings.
- 37.8.7 Manage the storeroom and linen room.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 37.9: Evaluate and control housekeeping expenses.**

**Descriptors:**

- 37.9.1 Track expenses on the basis of a budgeted cost per occupied room.
- 37.9.2 Compare planned expenses to budgeted expenses.
- 37.9.3 Analyze major differences between planned and actual expenses.

## Unit 38: Housekeeping

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 38.1: Prepare to clean guest room, according to industry standards.**

**Descriptors:**

- 38.1.1 Obtain and use room assignment sheet, giving top priority to vacated rooms.
- 38.1.2 Obtain guest amenities for room assignment.
- 38.1.3 Obtain needed cleaning supplies for assignment.
- 38.1.4 Stock cart with linens, amenities and cleaning supplies.
- 38.1.5 Maintain organized cart.
- 38.1.6 Enter guestroom according to property's policies.
- 38.1.7 Interpret MSDS sheets.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 38.2: Clean bathroom to industry standards.**

**Descriptors:**

- 38.2.1 Check condition of bathroom fixtures.
- 38.2.2 Wipe down bathroom walls.
- 38.2.3 Clean bathroom door.
- 38.2.4 Clean tub and shower.
- 38.2.5 Clean toilet.
- 38.2.6 Clean sink and vanity.
- 38.2.7 Clean bathroom floor.
- 38.2.8 Replenish toilet and facial tissue.
- 38.2.9 Replenish towels and guest amenities.
- 38.2.10 Replace used glasses.
- 38.2.11 Inspect bathroom before leaving.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 38.3: Clean bedroom to industry standards.**

**Descriptors:**

- 38.3.1 Change linens and make the bed.
- 38.3.2 Dust furniture in the bedroom.
- 38.3.3 Check functioning of all electrical devices (e.g., telephone, refrigerator, light bulbs, air/heat, television).
- 38.3.4 Clean all electrical devices.
- 38.3.5 Replenish supplies and amenities.
- 38.3.6 Replace used glasses.
- 38.3.7 Clean windows and window sills.
- 38.3.8 Vacuum the guest's room.
- 38.3.9 Empty the trash and replace waste basket liners.
- 38.3.10 Inspect bedroom before leaving.
- 38.3.11 Report unexpected conditions to supervisor.
- 38.3.12 Report room status and release the room.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 38.4: Clean public areas to industry standards.**

**Descriptors:**

- 38.4.1 Dust public areas.
- 38.4.2 Handle and dispose of waste.
- 38.4.3 Interpret MSDS sheets.
- 38.4.4 Handle and store cleaning equipment and materials.
- 38.4.5 Clean floors and floor coverings.
- 38.4.6 Deep clean floors and soft floor coverings.
- 38.4.7 Service toilets, washrooms and bathroom areas.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 38.5: Complete special assignments to industry standards.**

**Descriptors:**

- 38.5.1 Rotate and flip mattresses.
- 38.5.2 Set up special equipment requested by guest.
- 38.5.3 Clean suites.
- 38.5.4 Provide evening turn-down service.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 38.6: Complete end-of-shift responsibilities.**

**Descriptors:**

- 38.6.1 Prepare a housekeeping status report.
- 38.6.2 Report each room's condition, including written comments and room items needing repair.
- 38.6.3 Report and submit items left in the room after guest checkout.
- 38.6.4 Process dirty linens.
- 38.6.5 Restock floor's linen closet.

## Unit 39: Laundry Services

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

### Competency 39.1: Process dirty laundry.

**Descriptors:**

- 39.1.1 Sort dirty laundry (e.g., bed linens, banquet linens and uniforms).
- 39.1.2 Pre-treat heavily soiled items.
- 39.1.3 Rewash heavily soiled items.
- 39.1.4 Load and use washers.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

### Competency 39.2: Process cleaned laundry.

**Descriptors:**

- 39.2.1 Unload washers.
- 39.2.2 Load, use and unload dryers.
- 39.2.3 Iron linens with a mechanical flatwork ironer or by hand.
- 39.2.4 Fold linens using mechanical linen-folding equipment or by hand.
- 39.2.5 Mend and sew torn laundry items.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

### Competency 39.3: Complete fulfillment responsibilities.

**Descriptors:**

- 39.3.1 Fill requests for linens from banquet and foodservice.
- 39.3.2 Deliver requested supplies to guest rooms.
- 39.3.3 Restock housekeeping carts and closets.
- 39.3.4 Deliver towels to the property's recreation areas (e.g., swimming pool, workout facility)
- 39.3.5 Issue and receive uniforms.
- 39.3.6 Process laundry cleaned off-property.
- 39.3.7 Complete inventory sheet.

## Unit 40: Lodging Maintenance and Engineering

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 40.1: Assess the importance of physical facilities in the guest experience.**

**Descriptors:**

- 40.1.1 Describe the relationships among a property's appearance, customer expectations and customer satisfaction.
- 40.1.2 Identify the basic facilities concerns associated with guestrooms, corridors, public space, recreation and exterior areas, back-of-the-house areas, the building's structure and external appearance.
- 40.1.3 Evaluate the role of heating, ventilation and air conditioning (HVAC) systems in customer comfort.
- 40.1.4 Identify the role of lighting systems in guest comfort.
- 40.1.5 Evaluate the role of the exterior facilities (e.g. parking, landscaping) in the overall guest experience.
- 40.1.6 Identify the activities necessary for maintaining the building and grounds.
- 40.1.7 Describe the functions of general, grounds and emergency maintenance.
- 40.1.8 Discuss the functions of the engineering department.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 40.2: Evaluate and manage physical facilities.**

**Descriptors:**

- 40.2.1 Analyze the role of computerized property management systems in energy management, electronic locking and guest operated devices.
- 40.2.2 Describe types of maintenance needed for lodging properties.
- 40.2.3 Assess a preventative maintenance schedule.
- 40.2.4 Develop maintenance schedules for internal and external facilities.
- 40.2.5 Describe computerized and Internet-based facilities management.
- 40.2.6 Determine maintenance activities to outsource.
- 40.2.7 Calculate cost and staffing needs, based on maintenance schedules.
- 40.2.8 Discuss how building design and maintenance affect safety.
- 40.2.9 Explain procedures for operating and maintaining property maintenance equipment (e.g., pool and spa, HVAC, landscaping).
- 40.2.10 Troubleshoot equipment problems.
- 40.2.11 Develop an equipment maintenance program.
- 40.2.12 Evaluate common lighting systems.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 40.3: Identify ways of managing waste at lodging facilities.**

**Descriptors:**

- 40.3.1 Identify types of waste generated at lodging facilities.
- 40.3.2 Identify disposal procedures for hazardous waste.
- 40.3.3 Practice safe and sanitary handling and disposal of wastes, chemicals and recyclables.
- 40.3.4 Discuss ways of minimizing waste at lodging facilities.
- 40.3.5 Describe the relationship between sustainable development and waste management.
- 40.3.6 Describe water usage levels and patterns in the industry.
- 40.3.7 Describe the basic structure of water and wastewater systems.
- 40.3.8 Identify ways customers can participate in water and waste management.

## Unit 41: Meetings and Events at Hotels

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 41.1: Explain types of meetings.**

**Descriptors:**

41.1.1 Define meeting types and meeting sectors.

41.1.2 Explain characteristics of meetings.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
	P		

**Competency 41.2: Determine attendee's needs and interests.**

**Descriptors:**

41.2.1 Identify sources for attendee's needs and interests (e.g., association boards, focus groups, surveys, sampling).

41.2.2 Classify needs and interests by category (e.g., housing, entertainment, speakers, exhibitors).

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 41.3: Establish goals and objectives of meeting/event.**

**Descriptors:**

41.3.1 Identify the purpose for the meeting or event.

41.3.2 Describe the audience the event intends to attract.

41.3.3 Write the goals and objectives as intended outcomes.

41.3.4 Solicit input from stakeholders, and modify goals and objectives as necessary.

41.3.5 Explain goals and objectives to stakeholders.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 41.4: Select a geographic region that is accessible and affordable.**

**Descriptors:**

- 41.4.1 Combine attendee profiles with the event's goals, objectives and budget to establish selection criteria.
- 41.4.2 Describe the assistance convention and visitors bureaus can provide for site selection.
- 41.4.3 Examine sites according to event and attendee needs (e.g., strictly business, mix of leisure activities).
- 41.4.4 Compare and contrast selection criteria with potential sites.
- 41.4.5 Conduct a site and services inspection.
- 41.4.6 Establish a priority list from client needs and wants.
- 41.4.7 Identify negotiable, flexible items and terms.
- 41.4.8 Summarize negotiated selection sites with clients.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 41.5: Plan program content for meeting/event.**

**Descriptors:**

- 41.5.1 Formulate content from the goals and objectives.
- 41.5.2 Develop a program format (e.g., seminar, workshop, symposium).
- 41.5.3 Identify speakers, facilitators, exhibitors and other participants.
- 41.5.4 Sequence the activities to maintain flow and meet objectives.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 41.6: Evaluate the role of the résumé and/or the banquet event order (BEO).**

**Descriptors:**

- 41.6.1 Describe the function of a résumé and a BEO.
- 41.6.2 Explain the major components of résumé and a BEO.
- 41.6.3 Describe the benefits of distributing the résumé and/or BEO to the appropriate service personnel.
- 41.6.4 Assess the importance of the résumé and/or BEO for pre-convention planning.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 41.7: Describe strategies for managing transportation services.**

**Descriptors:**

- 41.7.1 Describe the various transportation modes attendees may utilize.
- 41.7.2 Explain strategies for managing transportation arrangements.
- 41.7.3 Describe the benefits of using travel agencies for air, rail and ground transportation.
- 41.7.4 Describe procedures for providing maps, directions and parking information to attendees traveling by automobile.
- 41.7.5 Explain procedures for transporting speakers, special guests and other attendees.
- 41.7.6 Explain strategies for communication among agencies.
- 41.7.7 Describe the value of working with housing bureaus.
- 41.7.8 Explain strategies for handling room guarantees and periodic status reports.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 41.8: Determine requirements for room setups.**

**Descriptors:**

- 41.8.1 Establish the function and number of people the room is intended to serve.
- 41.8.2 Explain the factors to be considered (e.g., numbers, safety, comfort, audiovisual, accessibility).
- 41.8.3 Describe the possible setup configurations.
- 41.8.4 Estimate setup and dismantle time.
- 41.8.5 Describe strategies for accommodating attendees with disabilities.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 41.9: Determine audiovisual requirements.**

**Descriptors:**

- 41.9.1 Identify types of audiovisual requirements.
- 41.9.2 Evaluate capacity to handle highly technical multimedia presentations.
- 41.9.3 Identify sources that handle highly technical multimedia presentations.
- 41.9.4 Describe strategies for accommodating basic audiovisual requirements.
- 41.9.5 Explain room requirements for accommodating audiovisual presentations (e.g., configuration, lighting, sound systems, screens).
- 41.9.6 Describe the benefits of having A/V technicians available for setups and possible technical problems.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 41.10: Evaluate needs to accommodate registrations.**

**Descriptors:**

- 41.10.1 Identify the typical registration information needed from the attendees.
- 41.10.2 Describe the registration options available (e.g., early, pre-registration, online, on-site).
- 41.10.3 Evaluate procedures for on-site registrations.
- 41.10.4 Design on-site configuration to maximize flow.
- 41.10.5 Identify registration materials (e.g., forms, badges, agendas, smart cards).
- 41.10.6 Explain strategies for handling room guarantees and periodic status reports.
- 41.10.7 Describe the value of working with housing bureaus.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 41.11: Describe shipping and receiving arrangements.**

**Descriptors:**

- 41.11.1 Identify equipment, materials and products that will require special shipping and receiving arrangements.
- 41.11.2 Describe the various carriers and their primary expertise.
- 41.11.3 Describe strategies for matching carriers and items to be shipped.
- 41.11.4 Contrast shipping costs to timelines and budgets.
- 41.11.5 Communicate shipping arrangements with the facility.
- 41.11.6 Identify storage requirements.
- 41.11.7 Identify security issues associated with shipping and receiving.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 41.12: Monitor meeting or banquet function.**

**Descriptors:**

- 41.12.1 Identify factors to supervise during a meeting or banquet.
- 41.12.2 Read and acquire knowledge of the banquet event order (BEO).
- 41.12.3 Compare room setup and accommodations with those in the BEO.
- 41.12.4 Control room temperature and lighting.
- 41.12.5 Solve customer problems.
- 41.12.6 Respond promptly to customer requests.
- 41.12.7 Check room to determine needed refreshing.
- 41.12.8 Secure room during breaks/at day's end, as requested.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 41.13: Identify strategies for evaluating the performance of event and meeting operations.**

**Descriptors:**

- 41.13.1 Identify the components that should be included in a performance audit.
- 41.13.2 Prioritize performance components according to their impact on the organization.
- 41.13.3 Explain performance standards for each component to be assessed.
- 41.13.4 Identify strategies for completing the performance audits.
- 41.13.5 Identify the appropriate individuals to complete the assessments.
- 41.13.6 Determine return on investment or profit or loss on the event or meeting.

## Unit 42: Destinations, Meetings and Events Sales and Services

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 42.1: Describe items that generate sales and services at events and meetings.**

**Descriptors:**

- 42.1.1 Identify registration fees and what they include.
- 42.1.2 Describe sales of booth space to exhibitors.
- 42.1.3 Describe products that could be sold (e.g., books, tapes, materials, products).
- 42.1.4 Identify services that generate sales at meetings and events (e.g., tours, special seminars, entertainment).
- 42.1.5 Describe potential sightseeing tours that participants may choose.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 42.2: Collaborate with a caterer for services.**

**Descriptors:**

- 42.2.1 Explain the group's history requirements and special needs (e.g., room nights booked from previous years' function).
- 42.2.2 Describe desired setup for banquet rooms and break areas.
- 42.2.3 Discuss menu options with the caterer.
- 42.2.4 Plan a menu that conforms to the group's needs and tastes.
- 42.2.5 Establish service requirements (e.g., full, continental, buffet).
- 42.2.6 Negotiate costs of food, beverage and services within budget parameters.
- 42.2.7 Establish details (e.g., numbers, gratuities, room setup and dismantle responsibilities).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 42.3: Determine the parameters of an event's food and beverage needs.**

**Descriptors:**

- 42.3.1 Identify the number and types of food and beverage functions.
- 42.3.2 Determine the purpose for the functions (e.g., social, celebration, entertainment).
- 42.3.3 Review liquor laws to determine local regulations and licenses.
- 42.3.4 Select bar setups and review pricing (e.g., cash, open).
- 42.3.5 Establish services in relation to predetermined participation.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 42.4: Manage sales activities.**

**Descriptors:**

- 42.4.1 Plan strategies for the sale of rooms, products and services.
- 42.4.2 Identify potential consumers of rooms, products and services.
- 42.4.3 Predict volume and forecast sales.
- 42.4.4 Describe credit and sales collection functions.
- 42.4.5 Employ a records and accounting system.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 42.5: Discuss procedures for managing vendor operations.**

**Descriptors:**

- 42.5.1 Identify the varieties of vendors needed to host an event or meeting.
- 42.5.2 Identify key personnel from each vendor.
- 42.5.3 Describe communicating and reporting procedures.
- 42.5.4 Explain policies and procedures for managing vendor operations.

## Unit 43: Meeting and Event Exhibits, Speakers and Entertainment

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 43.1: Describe the value-added attraction that exhibits provide to events.**

**Descriptors:**

- 43.1.1 Identify the range of exhibits available for events and meetings.
- 43.1.2 Describe the marketing opportunity exhibits provide for companies.
- 43.1.3 Identify the financial support exhibits provide to events.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 43.2 Explain procedures for organizing exhibit operations.**

**Descriptors:**

- 43.2.1 Review the vital components of an exhibit prospectus.
- 43.2.2 Organize booth needs and layouts.
- 43.2.3 Review local codes and regulations.
- 43.2.4 Define space assignments clearly.
- 43.2.5 Describe the information that goes to exhibitors three to four months in advance.
- 43.2.6 Discuss exhibit promotion activities.
- 43.2.7 Describe information that should be included in the on-site exhibit operations package.
- 43.2.8 Describe strategies for obtaining evaluations from participants and exhibitors.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 43.3 Develop strategies for managing exhibit operations.**

**Descriptors:**

- 43.3.1 Complete a market analysis to determine the products and services needed.
- 43.3.2 Analyze the facilities for floor space, location, power and other needs.
- 43.3.3 Explain the benefits of employing a service contractor to handle the details and management of the exhibit area.
- 43.3.4 Create an exhibit prospectus.
- 43.3.5 Explain strategies for managing on-site operations.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 43.4: Explain procedures for arranging entertainment.**

**Descriptors:**

- 43.4.1 Complete an attendee analysis to determine entertainment preferences.
- 43.4.2 Compare entertainment preferences to availability and costs.
- 43.4.3 Negotiate contract arrangements with agents.
- 43.4.4 Explain strategies for managing entertainment.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 43.5: Implement procedures to arrange speakers.**

**Descriptors:**

- 43.5.1 Identify, evaluate and locate speakers.
- 43.5.2 Negotiate pricing, reimbursement and travel arrangements.
- 43.5.3 Develop contracts for speakers.
- 43.5.4 Determine speakers' needs.
- 43.5.5 Follow up with speakers to confirm participation and/or identify problems.

## Unit 44: Travel-Related Services

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44.1: Describe the components of the travel services segment.**

**Descriptors:**

- 44.1.1 Define the corporate, commercial and institutional components of the business travel sector.
- 44.1.2 Define the family, singles and special interest components of the leisure travel sector.
- 44.1.3 Identify the major vendors of the travel industry (e.g., airlines, hotels, car rentals, attractions).
- 44.1.4 Discuss the role of transportation suppliers in extending credit on reservations and ensuring payment.
- 44.1.5 Describe the impact of events on travel-related services.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44.2: Explain the role of tourist information centers in the travel services segment.**

**Descriptors:**

- 44.2.1 Describe tourist information centers and their respective functions.
- 44.2.2 Describe services provided by tourist information centers.
- 44.2.3 Explain funding sources for tourist information centers.
- 44.2.4 Distinguish between government-sponsored tourist information centers and those operated by convention and visitors bureaus (CVBs).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44.3: Summarize activities that appeal to travel services customers.**

**Descriptors:**

- 44.3.1 Identify popular activities available to travelers and local residents.
- 44.3.2 Explain strategies that lodging and travel services professionals use to arrange activities for clients.
- 44.3.3 Estimate costs associated with participating in activities.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44.4: Relate the role of group tour operators in the travel services segment.**

**Descriptors:**

- 44.4.1 Describe types of tours.
- 44.4.2 Identify services provided by group tour operators.
- 44.4.3 Explain strategies used to arrange tour company services for a client.
- 44.4.4 Estimate costs associated with tour company services.
- 44.4.5 Describe the services of tour operators.
- 44.4.6 Identify segments of the group tour industry.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44.5: Explain the role travel agents and counselors serve in travel services.**

**Descriptors:**

- 44.5.1 Summarize the services provided by travel agents and counselors.
- 44.5.2 Differentiate between the in-house and the retail agency.
- 44.5.3 Describe the impact the Internet has had on travel agents and counselors.
- 44.5.4 Discuss the role of directory websites.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 44.6: Describe resources utilized by travel agents.**

**Descriptors:**

- 44.6.1 Identify the leading guidebooks and related resources.
- 44.6.2 Describe the value of brochures, posters and electronic media.
- 44.6.3 Identify the value of destination directory websites.
- 44.6.4 Explain the scope of a Global Distribution System (GDS) and how it works (e.g., Sabre's MySabre).
- 44.6.5 Explain how travel agents utilize the services of a Receptive Tour Operator (RTO).
- 44.6.6 Identify resources provided by major travel agency associations.
- 44.6.7 Explain resources provided by tour operators and other travel arrangers.
- 44.6.8 Explain the value of the travel agent's visiting and assessing destinations and accommodations.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44.7: Explain how physical and cultural factors influence the choice of tourism sites.**

**Descriptors:**

- 44.7.1 Describe the impact of climate on the choice of tourism sites.
- 44.7.2 Explain the problems that coastal resorts may encounter.
- 44.7.3 Describe the effect of pollution on prime vacation areas.
- 44.7.4 Describe factors affecting seasonal tourism sites.
- 44.7.5 Distinguish between urban and rural tourism sites.
- 44.7.6 Discuss the role of history in tourism site location.
- 44.7.7 Explain factors conducive to locating spas and health resorts.
- 44.7.8 Identify where popular sporting events are located.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44.8: Determine the environments of primary tourist destinations.**

**Descriptors:**

- 44.8.1 Determine the physical geography of primary tourist destinations.
- 44.8.2 Ascertain the culture of primary tourist destinations.
- 44.8.3 Investigate the climate of primary tourist destinations.
- 44.8.4 Verify the political conditions of primary tourist destinations.
- 44.8.5 Assess available accommodations and services.

**BIL: Essential**

<b>EDU:</b>		<b>12</b>	<b>AD</b>
			P

**Competency 44.9: Promote package tours and travel services.**

**Descriptors:**

- 44.9.1 Use the Internet to promote tours and travel services.
- 44.9.2 Use direct mail to promote tours and travel services.
- 44.9.3 Make presentations to social and special-interest groups to promote tours and travel services.
- 44.9.4 Arrange promotional displays for tours and travel services.
- 44.9.5 Suggest company-sponsored trips to business managers/owners.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44.10: Describe constraints that affect planning a client's itinerary.**

**Descriptors:**

- 44.10.1 Identify factors impacting a traveler's travel decisions (e.g., time, culture, budget, personality, type of group).
- 44.10.2 Describe strategies travel agents employ to overcome travel constraints.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 44.11: Use technical systems commonly utilized in the travel services segment.**

**Descriptors:**

- 44.11.1 Identify the technical information and operations systems used by travel agents.
- 44.11.2 Describe the global distribution system (GDS).
- 44.11.3 Discuss strategies to utilize the GDS.
- 44.11.4 Describe the computer reservation system (CRS).
- 44.11.5 Explain strategies to utilize the CRS.
- 44.11.6 Locate information on departure and arrival times.
- 44.11.7 Determine cost of fares.
- 44.11.8 Assess the quality of hotel accommodations.
- 44.11.9 Determine availability of group discounts when appropriate.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44.12: Create a customized travel and tourism package for a customer.**

**Descriptors:**

- 44.12.1 Integrate the diverse elements of the travel and tourism industry to create a travel experience for a customer.
- 44.12.2 Work with industry partners to create and price packages.
- 44.12.3 Develop promotional materials for Web, print, e-mail or other media.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44:13: Plan a client's itinerary.**

**Descriptors:**

- 44.13.1 Explain factors to consider when planning an itinerary.
- 44.13.2 Describe how to format and structure an itinerary.
- 44.13.3 Identify information needed in an itinerary.
- 44.13.4 Demonstrate procedures for creating an itinerary.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44:14: Explain the traveler's buying process.**

**Descriptors:**

- 44.14.1 Describe the buying process used to make a travel decision.
- 44.14.2 Explain the effectiveness of different communication strategies in the stages of the buying process.
- 44.14.3 Describe sub-decisions involved in making a travel decision.
- 44.14.4 Explain the influence of family life-cycle stages on travel sub-decisions.
- 44.14.5 Discuss the roles of different family members on travel sub-decisions.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 44:15: Advise clients on destinations and travel arrangements.**

**Descriptors:**

- 44.15.1 Provide information about the destination's weather conditions.
- 44.15.2 Apprise clients of local ordinances, customs, attractions and exhibitions.
- 44.15.3 Give advice on sightseeing and shopping.
- 44.15.4 Describe points of interest.
- 44.15.5 Provide information to clients traveling internationally about customs regulations.
- 44.15.6 Educate clients traveling internationally about required documents (e.g., passports, visas and certificates of vaccination), and assist them with obtaining them.
- 44.15.7 Disclose information about travel advisories to international travelers.
- 44.15.8 Acquaint clients traveling internationally with exchange rates and where to convert their currency.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 44.16: Evaluate the role insurance serves in the travel services segment.**

**Descriptors:**

- 44.16.1 Analyze the traveler's risk factors.
- 44.16.2 Analyze the travel industry member's risk factors.
- 44.16.3 Explain the insurance protection available to travelers.
- 44.16.4 Explain the insurance protection available to travel industry professionals.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 44.17: Resolve travel issues for clients.**

**Descriptors:**

- 44.17.1 Reschedule missed reservations.
- 44.17.2 Rebook cancelled transportation arrangements.
- 44.17.3 Alert clients to itinerary changes that occur during a trip, and make alternate booking arrangements for them.
- 44.17.4 Handle emergency travel situations (e.g., sickness or death of client or family member, terrorist threats, weather conditions).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 44.18: Analyze customer satisfaction with travel services.**

**Descriptors:**

- 44.18.1 Discuss factors affecting the quality of travel services (e.g., products, comfort, convenience, information, directions).
- 44.18.2 Monitor customer satisfaction with travel services.
- 44.18.3 Assess customer satisfaction with travel services rendered.

## Unit 45: Destination Marketing

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 45.1: Explore the nature of destinations.**

**Descriptors:**

- 45.1.1 Discuss the concept of a tourism destination.
- 45.1.2 Identify types of destinations (e.g., resorts, destination resorts; amusement parks; sports, recreation and entertainment destinations; gaming facilities; museums; national parks; historical sites, cruise ships).
- 45.1.3 Describe the natural and human-made, tangible and intangible resources available in destinations.
- 45.1.4 Explain the concept of a destination as a “bundle of products.”
- 45.1.5 Describe the purpose of sustainable development for destinations.
- 45.1.6 Explain the concept of trade-offs in destination development.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 45.2: Examine the role of destination marketing organizations (DMOs) and convention and visitors bureaus (CVBs).**

**Descriptors:**

- 45.2.1 Describe the purposes of DMOs and CVBs.
- 45.2.2 Examine the services provided by DMOs and CVBs to customers and stakeholders.
- 45.2.3 Discuss the relationship between DMOs and (CVBs).
- 45.2.4 Describe the relationship between DMOs and meeting planners.
- 45.2.5 Explore conflicting goals that can exist between DMOs and CVBs.
- 45.2.6 Explain ways DMOs and CVBs can overcome challenges in working together.
- 45.2.7 Analyze the relationships among DMOs and other hospitality and tourism businesses.
- 45.2.8 Describe the value of DMOs and CVBs to the local economy.
- 45.2.9 Identify trends with DMOs and CVBs.
- 45.2.10 Distinguish between for-profit and nonprofit DMOs.
- 45.2.11 Explain the business departments or segments in DMOs.
- 45.2.12 Describe funding of DMOs and CVBs.
- 45.2.13 Explain the use of lodging (transient visitor) taxes in destination marketing.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 45.3: Discuss DMOs' and CVBs' considerations in reporting to a board of directors.**

**Descriptors:**

- 45.3.1 Explain the role of the board of directors for DMOs and CVBs.
- 45.3.2 Identify agencies that often act as the board of directors for DMOs and CVBs.
- 45.3.3 Describe the relationship of DMOs and CVBs with the government.
- 45.3.4 Explain the importance of reporting to a board of directors.
- 45.3.5 Discuss training needs when a person is appointed to the board of directors.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
		P	

**Competency 45.4: Explain DMOs' and CVBs' promotional and public-relations activities.**

**Descriptors:**

- 45.4.1 Identify types of public-relations activities in which DMOs and CVBs are often involved.
- 45.4.2 Discuss techniques that DMOs and CVBs have found beneficial in promoting their organizations and their services to their target markets.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 45.5: Identify DMOs' target markets.**

**Descriptors:**

- 45.5.1 Discuss the scope of DMOs' target markets.
- 45.5.2 Explain ways to determine target markets.
- 45.5.3 Identify potential market segments.
- 45.5.4 Develop customer profile.
- 45.5.5 Determine viability of market segment(s).
- 45.5.6 Select target market(s).

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 45.6: Develop a marketing plan.**

**Descriptors:**

- 45.6.1 Explain the nature of marketing planning.
- 45.6.2 Explain the nature of marketing plans.
- 45.6.3 Explain the role of situational analysis in the marketing planning process.
- 45.6.4 Conduct a market analysis.
- 45.6.5 Conduct a SWOT analysis for use in the marketing planning process.
- 45.6.6 Assess global trends and opportunities.
- 45.6.7 Conduct a competitive analysis.
- 45.6.8 Explain the nature of sales forecasts.
- 45.6.9 Forecast sales for the marketing plan.
- 45.6.10 Set marketing goals, objectives and metrics.
- 45.6.11 Set a marketing budget.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 45.7: Evaluate results of a marketing plan.**

**Descriptors:**

- 45.7.1 Identify types of measures that can be used to control marketing planning.
- 45.7.2 Describe the purposes of measures used to control marketing planning.
- 45.7.3 Explain strategies for linking performance measures to financial outcomes.
- 45.7.4 Translate performance measures into financial outcomes.
- 45.7.5 Monitor and evaluate the marketing plan's performance.
- 45.7.6 Assess the cost-effectiveness of measurement tools.
- 45.7.7 Conduct marketing audits.

## Unit 46: Event Management

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

### Competency 46.1: Plan events.

#### Descriptors:

- 46.1.1 Generate ideas for new events.
- 46.1.2 Conduct comprehensive needs assessments and feasibility studies.
- 46.1.3 Identify and prioritize event goals and objectives.
- 46.1.4 Create an event planning schedule.
- 46.1.5 Determine creative elements for the event.
- 46.1.6 Select entertainment.
- 46.1.7 Develop a logistics and operations plan.
- 46.1.8 Establish the rules of operations.
- 46.1.9 Plan security.
- 46.1.10 Determine how to manage event media relations.
- 46.1.11 Conduct a precon (preconference) meeting.

**BIL:** Essential

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

### Competency 46.2: Develop a fundraising plan for yearly and/or special events.

#### Descriptors:

- 46.2.1 Explain the importance of fundraising for nonprofit businesses.
- 46.2.2 Describe the role of the board of directors in developing funds.
- 46.2.3 Explain the concept of a pyramid of giving.
- 46.2.4 Explain the importance of a donor base.
- 46.2.5 Describe the potential role of private businesses and public agencies in nonprofit fundraising.
- 46.2.6 Describe the use of sponsorships.
- 46.2.7 Describe the role of membership fees in nonprofit management.
- 46.2.8 Describe capital funds appeals.
- 46.2.9 Describe types of short-range and long-range funding strategies.
- 46.2.10 Develop a “case for support” (document containing a project description and identifying what it will cost, how the recipients of the funds will benefit, why it is a good value for the money).
- 46.2.11 Determine potential sources of funding.
- 46.2.12 Assess the opinions of a sample of potential donors to collect their opinions of the fundraising concept and potential level of financial support.
- 46.2.13 Determine key statistics that will be presented to donors.
- 46.2.14 Determine how to promote the event.
- 46.2.15 Develop a membership strategy for fundraising.
- 46.2.16 Determine items that could be sold for profit (e.g., gifts, t-shirts).
- 46.2.17 Develop a strategic plan for fundraising.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 46.3: Raise funds for a yearly and/or special event.**

**Descriptors:**

- 46.3.1 Use frequent and useful mailings describing the positives of the organization.
- 46.3.2 Develop a range of solicitation materials.
- 46.3.3 Prospect, research, cultivate and sell the concept/event to donors.
- 46.3.4 Develop strategic partnerships with other businesses.
- 46.3.5 Implement fundraising strategies.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 46.4: Describe the nature and scope of sponsorships.**

**Descriptors:**

- 46.4.1 Research the general characteristics of the sponsorship market.
- 46.4.2 Discuss different sponsorship sales strategies.
- 46.4.3 Discuss important factors in relationships with outside vendors.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 46.5: Secure event sponsors.**

**Descriptors:**

- 46.5.1 Identify the target market for an event.
- 46.5.2 Create and price an inventory list.
- 46.5.3 Develop a customer inventory based on client need (e.g., driving traffic, brand exposure, hospitality).
- 46.5.4 Design a sponsorship package.
- 46.5.5 Price a sponsorship package.
- 46.5.6 Qualify sponsors.
- 46.5.7 Identify corporate gatekeepers.
- 46.5.8 Identify buying influences, wants and needs.
- 46.4.9 Determine the scope of a sponsorship offer (e.g., exclusivity).
- 46.5.10 Negotiate terms of sponsorship.
- 46.5.11 Identify ways to help cross-promote and leverage the sponsorship.
- 46.5.12 Monitor the implementation of the contract.
- 46.5.13 Evaluate the sponsorship's effectiveness.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 46.6: Write grants.**

**Descriptors:**

- 46.6.1 Identify sources for government, foundation and private grants.
- 46.6.2 Describe the general differences among these types of grants.
- 46.6.3 Organize the process for completing the grant.
- 46.6.4 Match the organizational mission and vision to appropriate grants.
- 46.6.5 Brainstorm and develop the best uses for the grant.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 46.7 Manage event's media relations.**

**Descriptors:**

- 46.7.1 Provide media schedules and guides.
- 46.7.2 Conduct media briefings.
- 46.7.3 Distribute press credentials.
- 46.7.4 Provide statistics, background and spotters for the press and media.
- 46.7.5 Create an interview list.
- 46.7.6 Meet and assist media crews.
- 46.7.7 Select the appropriate outlets for different stories.

**BIL: Essential**

<b>EDU:</b>	<b>10</b>	<b>12</b>	<b>AD</b>
			P

**Competency 46.8: Examine the role volunteers have in event operations.**

**Descriptors:**

- 46.8.1 Identify the functions and tasks typically handled by volunteers.
- 46.8.2 Describe the benefits of volunteers versus professional staff.
- 46.8.3 Explain the policies and procedures for training volunteers.
- 46.8.4 Identify liability issues associated with the use of event volunteers.

## APPENDIX A — ASSOCIATIONS AND CERTIFICATIONS

### **Travel and Tourism Associations**

American Bus Association  
Convention Industry Council  
Cruise Lines International Association (CLIA)  
Destination Marketing Association International (DMAI)  
Hospitality Sales and Marketing Association International (HSMIAI)  
International Convention and Visitors Bureau  
Meeting Professionals International (MPI)  
National Business Travel Association (NBTA)  
Ohio Travel Association (OTA)  
National Tour Association (NTA)  
U.S. Travel Association  
U.S. Tour Operators Association

### **Travel and Tourism Certifications**

#### **The American Bus Association offers:**

- Certified Travel Industry Specialist (CTIS)

#### **The Convention Industry Council offers:**

- Certified Meeting Professional (CMP)

#### **The Cruise Lines International Association (CLIA) offers:**

- Accredited Cruise Counselor (ACC)
- Master Cruise Counselor (MCC)
- Elite Cruise Counselor (ECC)
- Luxury Cruise Specialist (LCS)

#### **Destination Marketing Association International (DMAI) offers:**

- Certified Destination Management Executive (CDME)
- Professional in Destination Management (PDM) certificate

#### **Hospitality Sales and Marketing Association International (HSMIAI) offers:**

- Certified Revenue Management Executive (CRME)
- Certified in Hospitality Sales Competencies (CHSC)
- Certified Hospitality Marketing Executive (CHME)
- Certified in Hospitality Business Acumen (CHBA)

#### **Meeting Professionals International (MPI) offers:**

- Certification in Meeting Management (CMM)

**The National Business Travel Association (NBTA) offers:**

- Certified Corporate Travel Executive (CCTE)
- Certified Government Travel Executive (CGTE)

**The National Retail Federation Foundations offers:**

- National Professional Certification in Customer Service
- National Professional Certification in Sales
- National Professional Certification in Retail Management

**The Travel Institute offers:**

- Certified Travel Associate (CTA)
- Certified Travel Counselor (CTC)
- Certified Travel Industry Executive (CTIE)

**Lodging Associations**

American Hotel and Lodging Association (AHLA)

Ohio Hotel and Lodging Association (OHLA)

Hospitality Sales and Marketing Association International (HSMIAI)

American Asian Hotel and Operators Association (AAHOA)

Professional Association of International Innkeepers (PAII)

National Association of Catering Executives (NACE)

**Lodging Certifications**

**American Asian Hotel and Operators Association (AAHOA) offers:**

- Certified Hotel Owners (CHO)

**The American Hospitality Academy offers:**

- Industry Professional Certificate (IPC)
- Managing Diversity in a Multi Cultural Workplace (MDC)

**The American Hotel & Lodging Educational Institute offers the following certifications:**

- Certified Hotel Administrator (CHA)
- Certified Lodging Manager (CLM)
- Certified Lodging Owner (CLO)
- Certified Rooms Division Executive (CRDE)
- Certified Food and Beverage Executive (CFBE)
- Certified Hospitality Housekeeping Executive (CHHE)
- Certified Human Resources Executive (CHRE)
- Certified Engineering Operations Executive ((CEOE)
- Certified Front Desk Manager (CFDM)
- Certified Restaurant Manager (CRM)
- Certified Housekeeping Manager (CHM)

- Certified Hospitality Revenue Manager (CHRM)
- Certified Hospitality Sales Professional (CHSP)
- Certified Lodging Security Director (CLSD)
- Certified Lodging Security Supervisor (SLSS)
- Certified Lodging Security Officer (CLSO)
- Certified Hospitality Supervisor (CHS)
- Certified Gaming Supervisor (CGS)
- Certified Spa Supervisor (CSS)
- Certified Hospitality Educator (CHE)
- Certified Hospitality Instructor (CHI)
- Certified Banquet Server
- Certified Banquet Set-Up Employee
- Certified Bartender
- Certified Bus Person/Server Assistant
- Certified Bell Assistants
- Certified Concierge
- Certified Front Desk Representative
- Certified PBX Operator
- Certified Guestroom Attendant
- Certified Laundry Attendant

**The Convention Industry Council offers:**

- Certified Meeting Professional (CMP)

**The Hospitality Financial and Technology Professionals offers:**

- Certified Hospitality Accountant Executive
- Certified Hospitality Technology Professional

**Hospitality Sales and Marketing Association International (HSMIA) offers:**

- Certified Revenue Management Executive (CRME)
- Certified in Hospitality Sales Competencies (CHSC)
- Certified Hospitality Marketing Executive (CHME)
- Certified in Hospitality Business Acumen (CHBA)
- Certified Hospitality Sales Executive (CHSE)

**Restaurant, Food Service Management and Culinary Associations**

Ohio Restaurant Association (ORA)

National Restaurant Association

Society for Foodservice Management

Council of Hotel and Restaurant Trainers (CHART)

Multi-cultural Foodservice and Hospitality Alliance (MFHA)

National Association of Catering Executives (NACE)

American Culinary Federation (ACF)

International Association of Culinary Professionals

International Culinary Tourism Association

## **Restaurant, Food Service Management and Culinary Certifications**

### **National Association of Catering Executives (NACE) offers:**

- Certified Professional Catering Executive (CPCE)

### **The National Restaurant Association Educational Foundation offers certification in:**

- Foodservice Management Professional (FMP®)
- ProStart® Certificate of Achievement
- ServSafe® Food Safety
- Secondary Foodservice Educator

### **The American Culinary Federation offers:**

- Certified Culinarian® (CC)
- Certified Sous Chef™ (CSC)
- Certified Chef de Cuisine® (CCC)
- Certified Executive Chef® (CEC)
- Certified Master Chef® (CMC)
- Personal Certified Chef™ (PCC)
- Personal Certified Executive Chef™ (PCE)
- Certified Pastry Culinarian® (CPC)
- Certified Working Pastry Chef® (CWPC)
- Certified Executive Pastry Chef® (CEPC)
- Certified Master Pastry Chef® (CMPC)
- Certified Culinary Administrator™ (CCA)
- Certified Secondary Culinary Educator® (CSCE)
- Certified Culinary Educator™ (CCE)
- Certified Junior Culinarian (CJC)

### **The International Association of Culinary Professionals offers:**

- Certified Culinary Professional

### **The International Culinary Tourism Association offers:**

- Certified Culinary Tourism Professional

## APPENDIX B — REFERENCES

- Alexander Hamilton Institute (2010). *Hospitality & hotel job descriptions & interview questions*. Retrieved December 3, 2009, from <https://www.legalworkplace.com/child.aspx?id=9746&SID=1&UserID=432420&SessionID=u76h1aTUAslQA1gDPPm0>
- Alexander Hamilton Institute (2010). *Restaurant job descriptions & interview questions*. Retrieved December 3, 2009, from <http://www.legalworkplace.com/restaurant-job-titles.aspx?AFFID=G12222>
- Alexander Hamilton Institute (2010). *Sales—job descriptions & interview questions*. Retrieved December 3, 2009, from <http://www.legalworkplace.com/sales-job-titles.aspx?AFFID=G12222>
- American Culinary Federation (n.d.). *CEC job analysis*. Retrieved January 31, 2010, from [http://www.acfchefs.org/download/documents/certify/certification/job\\_analysis\\_cec.pdf](http://www.acfchefs.org/download/documents/certify/certification/job_analysis_cec.pdf)
- American Culinary Federation (n.d.). *Certification designations*. Retrieved November 19, 2009, from, <http://www.acfchefs.org/AM/Template.cfm?Section=Levels&Template=/CM/HTMLDisplay.cfm&ContentID=16329#ca>
- American Culinary Federation (2006). *Certified master chef (CMC) examination manual*. Retrieved November 19, 2009, from [http://www.acfchefs.org/download/documents/certify/CMC\\_Exam\\_Manual.pdf](http://www.acfchefs.org/download/documents/certify/CMC_Exam_Manual.pdf)
- American Culinary Federation (2008). *Certified master pastry chef (CMPC examination manual)*. Retrieved November 19, 2009, from [http://www.acfchefs.org/download/documents/certify/cmpe\\_exam\\_manual.pdf](http://www.acfchefs.org/download/documents/certify/cmpe_exam_manual.pdf)
- American Culinary Federation (n.d.). *Practical exam candidate guide CPC* [Culinary Pastry Culinarian]. Retrieved November 19, 2009, from [http://www.acfchefs.org/download/documents/certify/certification/practical\\_exam\\_cpc.pdf](http://www.acfchefs.org/download/documents/certify/certification/practical_exam_cpc.pdf)
- American Culinary Federation (n.d.). *Guide to certification*. Retrieved November 19, 2009, from [http://www.acfchefs.org/download/documents/certify/Certification\\_Requirements.pdf](http://www.acfchefs.org/download/documents/certify/Certification_Requirements.pdf)
- American Culinary Federation (n.d.). *Practical exam study guide*. Retrieved November 19, 2009, from [http://www.acfchefs.org/download/documents/certify/certification/practical\\_exam\\_csc.pdf](http://www.acfchefs.org/download/documents/certify/certification/practical_exam_csc.pdf)
- American Hospitality Academy (n.d.). *Developing leaders in hospitality*. Retrieved December 3, 2009, from [http://www.learnaha.coursehost.com/prot/EFD8DD74\\_FDBF\\_44A8\\_9F5A\\_8EEF978C799D/1/PKs/24941/2203016/CHP\\_Description\\_2009.pdf](http://www.learnaha.coursehost.com/prot/EFD8DD74_FDBF_44A8_9F5A_8EEF978C799D/1/PKs/24941/2203016/CHP_Description_2009.pdf)

- American Hospitality Academy (2008, March 25). *Passport to culture*. Retrieved December 3, 2009, from [http://www.learnaha.coursehost.com/prot/C74D9961\\_0E5E\\_4630\\_9CC1\\_4921A8E40584/1/PKs/24941/1507739/AHA\\_Passport\\_to\\_Culture.pdf](http://www.learnaha.coursehost.com/prot/C74D9961_0E5E_4630_9CC1_4921A8E40584/1/PKs/24941/1507739/AHA_Passport_to_Culture.pdf)
- American Hospitality Academy (2009, November 13). *Professional development seminars & training competencies*. Retrieved December 9, 2009, from [http://www.learnaha.coursehost.com/prot/C74D9961\\_0E5E\\_4630\\_9CC1\\_4921A8E40584/1/PKs/24941/2305866/AHA\\_Seminars\\_and\\_Compencies.pdf](http://www.learnaha.coursehost.com/prot/C74D9961_0E5E_4630_9CC1_4921A8E40584/1/PKs/24941/2305866/AHA_Seminars_and_Compencies.pdf)
- American Hotel & Lodging Educational Institute (2007). *Finance and accounting: Accounting for hospitality managers—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=924&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2008). *Food and beverage—Food safety: Managing with the HACCP system--Syllabus* (2<sup>nd</sup> ed.). Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=23574&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2010). *Food and beverage—Management of food and beverage operations--Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=706&viewId=Syllabus>
- American Hotel & Lodging Education Institute (2005). *Food and beverage—Managing service in food and beverage operations—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=790&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2009). *Food and beverage—Planning and control for food and beverage operations—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=802&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2007). *Food and beverage—Purchasing for food service operations--Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=794&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2007). *General hospitality management: Contemporary club management—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=980&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2010). *General hospitality management: Leadership and management in the hospitality industry—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=976&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2008). *General hospitality management—Spa: A comprehensive introduction—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=24014&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2010). *General hospitality management: World of resorts from development to management—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=28917&viewID=Syllabus>

- American Hotel & Lodging Educational Institute (2010). *General hospitality management: Understanding hospitality law—Syllabus* (5<sup>th</sup> ed.). Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=984&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2006). *Human resources: Managing hospitality human resources—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=894&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2007). *Human resources: Supervision in the hospitality industry—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=822&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2007). *Introduction to the hospitality industry—Hospitality today: An introduction—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=350&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2009). *Introduction to the hospitality industry: The lodging and food service industry—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=366&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2006). *Lodging management program year 2: Workplace competency checklist* (2<sup>nd</sup> ed.). Lansing, MI: Author.
- American Hotel & Lodging Educational Institute (2006). *Marketing and sales: Convention management and service—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=690&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2006). *Marketing and sales: Hospitality and tourism marketing—Syllabus* (5<sup>th</sup> ed.,). Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=676&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2008). *Marketing and sales: Hospitality sales and marketing—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=23198&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2009). *Rooms division: Managing front office operations—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=1042&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2008). *Rooms division: Managing housekeeping operations—Syllabus*. Retrieved November 18, 2009, from <http://www.eiacademic.com/productview.aspx?id=21146&viewId=Syllabus>
- American Hotel & Lodging Educational Institute (2008). *Skills tasks and results training [START]: Skills competency checklist* (2<sup>nd</sup> ed.). Lansing, MI: Author.
- Bahamas Hotel Association (n.d.). *Total service: The Bahamas is quality*. Retrieved December 7, 2009, from <http://www.bhahotels.com/public/amex-customer-service.pdf>
- Bahamas Hotel Association (n.d.). *Introduction to tourism*. Retrieved December 7, 2009, from <http://www.bhahotels.com/public/introduction-to-tourism.pdf>

- Bahamas Hotel Association (n.d.). *Tourism careers: 8 sectors brochure*. Retrieved December 7, 2009, from <http://www.bhahotels.com/public/8-sectors.pdf>
- Bahamas Hotel Association (n.d.). *Tourism career path brochure*. Retrieved December 7, 2009, from <http://www.bhahotels.com/public/tourism-career-path.pdf>
- Bahamas Hotel Association (n.d.). *1000+ tourism careers*. Retrieved December 7, 2009, from <http://www.bhahotels.com/public/tourism-career-path.pdf>
- Beldona, S. (2008). *Time to put the four-cylinder curriculum model to rest: Part I*. Retrieved December 3, 2009, from <http://www.expresshospitality.com/20081115/hospitalitylife01.shtml>
- Board of Studies New South Wales (2008). *Stage 6 syllabus: Hospitality curriculum framework—Part A*. Retrieved December 3, 2009, from [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hospitality-syllabus-2008-parta.doc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hospitality-syllabus-2008-parta.doc)
- Board of Studies New South Wales (2008). *Stage 6 syllabus: Hospitality curriculum framework—Part B*. Retrieved December 3, 2009, from [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hospitalityb2008/hospitality-stage-6-syllabus-part-b-08.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hospitalityb2008/hospitality-stage-6-syllabus-part-b-08.pdf)
- Board of Studies New South Wales (2002). *Tourism curriculum framework: Stage 6 syllabus*. Retrieved December 3, 2009, from [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/tourism-events-part-a.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/tourism-events-part-a.pdf)
- Breakey, N.M. & Craig-Smith, S.J. (2007, August 1). *Hospitality degree programs in Australia: A continuing evolution*. Retrieved December 4, 2009, from <http://www.allbusiness.com/travel-hospitality/tourism/5508676.html>
- Bureau of Labor Statistics (2010, January 29). *Accommodations and food service sector*. Retrieved January 31, 2010, from <http://www.bls.gov/iag/tgs/iag72.htm>
- Bureau of Labor Statistics (2010-2011). *Details report for: Bakers*. Retrieved January 26, 2010, from <http://online.onetcenter.org/link/details/51-3011.00>
- Bureau of Labor Statistics (2010-2011). *Details report for: Baristas*. Retrieved January 26, 2010, from <http://online.onetcenter.org/link/details/35-3022.01>
- Bureau of Labor Statistics (2010-2011). *Details report for: Chefs and head cooks*. Retrieved January 26, 2010, from <http://online.onetcenter.org/link/details/35-1011.00>
- Bureau of Labor Statistics (2010-2011). *Details report for: Food preparation and serving related workers*. Retrieved January 26, 2010, from <http://online.onetcenter.org/link/details/35-9099.00>
- Bureau of Labor Statistics (2010-2011). *Details report for: Meeting and convention planners*. Retrieved January 26, 2010, from <http://online.onetcenter.org/link/details/13-1121.00>
- Bureau of Labor Statistics (2010-2011). *Details report for: Travel guides*. Retrieved January 26, 2010, from <http://online.onetcenter.org/link/details/39-6022.00>

- Bureau of Labor Statistics (2010-2011). *Details report for: Waiters and waitresses*. Retrieved January 26, 2010, from <http://online.onetcenter.org/link/details/35-3031.00>
- Bureau of Labor Statistics (2010-2011). *Occupational analysis handbook: Chefs, cooks, and food preparation workers*. Retrieved November 19, 2009, from <http://www.bls.gov/oco/ocos161.htm>
- Bureau of Labor Statistics (2010-2011). *Occupational outlook handbook. Food and beverage serving and related workers*. Retrieved January 26, 2010, from <http://www.bls.gov/oco/ocos162.htm>
- Bureau of Labor Statistics (2010-2011). *Occupational outlook handbook: Food service managers*. Retrieved January 26, 2010, from <http://www.bls.gov/oco/ocos024.htm>
- Bureau of Labor Statistics (2010-2011). *Occupational outlook handbook: Gaming services occupations*. Retrieved January 26, 2010, from <http://www.bls.gov/oco/ocos275.htm>
- Bureau of Labor Statistics (2010-2011). *Occupational outlook handbook: Hotel, motel, and resort desk clerks*. Retrieved January 26, 2010, from <http://www.bls.gov/oco/ocos132.htm>
- Bureau of Labor Statistics (2010-2011). *Occupational outlook handbook: Lodging managers*. Retrieved January 26, 2010, from <http://www.bls.gov/oco/ocos015.htm>
- Bureau of Labor Statistics (2010-2011). *Occupational outlook handbook: Reservation and transportation ticket agents and travel clerks*. Retrieved January 26, 2010, from <http://www.bls.gov/oco/ocos135.htm>
- Bureau of Labor Statistics (2010-2011). *Occupational outlook handbook: Travel agents*. Retrieved January 26, 2010, from <http://www.bls.gov/oco/ocos124.htm>
- Bureau of Labor Statistics (2010-2011). *Summary report: Baggage porters and bellhops*. Retrieved January 26, 2010, from <http://online.onetcenter.org/link/summary/39-6011.00>
- Bureau of Labor Statistics (2010-2011). *Summary report: Concierges*. Retrieved January 31, 2010, from <http://online.onetcenter.org/link/summary/39-6012.00>
- Bureau of Labor Statistics (2010-2011). *Summary report: First-line supervisors/managers of housekeeping and janitorial workers*. Retrieved January 31, 2010, from <http://online.onetcenter.org/link/summary/37-1011.00>
- Bureau of Labor Statistics (2010-2011). *Summary report: Recreation workers*. Retrieved January 31, 2010, from <http://online.onetcenter.org/link/summary/39-9032.00>
- Bureau of Labor Statistics (2010-2011). *Summary report: Tour guides and escorts*. Retrieved January 26, 2010, from <http://online.onetcenter.org/link/summary/39-6021.00>
- Career Explorer (2008). *Culinary*. Retrieved November 19, 2009, from <http://www.careerexplorer.net/jobchoices/culinary.asp>
- Career Explorer (2008). *Restaurant management*. Retrieved November 19, 2009, from <http://www.careerexplorer.net/jobchoices/restaurant.asp>

- Career Explorer (2008). *Travel & tourism*. Retrieved November 19, 2009, from <http://www.careerexplorer.net/jobchoices/travel.asp>
- Careers in hospitality* (2009, November 23). Retrieved December 7, 2009, from <http://www.scribd.com/doc/22982984/Career-in-Hospitality>
- Caribbean Alliance for Sustainable Resources (2001, December). *Environmental management: Toolkit series for small hotels*. Retrieved December 7, 2009, from <http://www.cha-cast.com/Documents/ENVIRONMENTAL%20MANAGEMENT%20TOOLKIT%20PDF%20FINAL%20DOC.PDF>
- Caribbean Alliance for Sustainable Resources (2001, December). *Energy conservation: Toolkit series for small hotels*. Retrieved December 7, 2009, from <http://www.cha-cast.com/Documents/ENERGY%20TOOLKIT%20PDF%20FINAL.PDF>
- Caribbean Alliance for Sustainable Resources (2001, December). *Water conservation: Toolkit series for small hotels*. Retrieved December 7, 2009, from <http://www.cha-cast.com/Documents/WATER%20CONSERVATION%20TOOLKIT%20PDF%20FINAL.PDF>
- Caribbean Alliance for Sustainable Resources (2001, December). *Waste management: Toolkit series for small hotels*. Retrieved December 7, 2009, from <http://www.cha-cast.com/Documents/WASTE%20%20MANAGEMENT%20TOOLKIT%20PDF%20FINAL.PDF>
- Caribbean Alliance for Sustainable Resources (2001, December). *Wastewater treatment: Toolkit series for small hotels*. Retrieved December 7, 2009, from <http://www.cha-cast.com/Documents/WASTEWATER%20TOOLKIT%20PDF%20FINAL.PDF>
- Caribbean Hotel Association (2001). *CARIBCERT: Occupational descriptions and certification criteria*. Retrieved December 7, 2009, from [http://www.caribcert.org/docs/OccCriteria\\_0204.pdf](http://www.caribcert.org/docs/OccCriteria_0204.pdf)
- Cornell University School of Hotel Administration (2009). *Core courses*. Retrieved November 19, 2009, from <http://www.hotelschool.cornell.edu/academics/ugrad/requirements/curriculum/core.html>
- Cornell University School of Hotel Administration (2009). *Cornell sustainability roundtable: In search of the “green bullet to aid in green hotel efforts*. Retrieved November 19, 2009, from <http://www.htrends.com/trends-detail-sid-42346.html>
- Cornell University School of Hotel Administration (2009). *Hospitality design roundtables*. Retrieved November 19, 2009, from <http://www.hotelschool.cornell.edu/research/chr/events/roundtables/hosp.html>
- Cornell University School of Hotel Administration (2008). *Marketing roundtables*. Retrieved November 19, 2009, from <http://www.hotelschool.cornell.edu/research/chr/events/roundtables/marketing.html>

- Curriculum Council Government of Western Australia (2009). *Year 11: Vocational subjects*. Retrieved December 3, 2009, from [http://www.curriculum.wa.edu.au/internet/ Documents/Subject\\_Syllabus/2008+41652++2009+Vocational+syllabus+manual+Year+11.pdf](http://www.curriculum.wa.edu.au/internet/ Documents/Subject_Syllabus/2008+41652++2009+Vocational+syllabus+manual+Year+11.pdf)
- Emerson Commons School of Hospitality CTE Program Curriculum Matrix for Certification (n.d.). Retrieved December 7, 2009, from <http://www.buffaloschools.org/files/138/culinary%20curriculum.pdf>
- Florida Atlantic University (2009). *Undergraduate program in hospitality management*. Retrieved December 4, 2009, from [http://business.fau.edu/index.php?submenu=hosp1&src=gendocs&ref=hospitality\\_main&category=Hospitality%20Management&PHPSESSID=16bf500db428af989b2bc7d1df8de269](http://business.fau.edu/index.php?submenu=hosp1&src=gendocs&ref=hospitality_main&category=Hospitality%20Management&PHPSESSID=16bf500db428af989b2bc7d1df8de269)
- George Washington University (n.d.). *Event & tourism professional education programs*. Retrieved December 3, 2009, from [http://www.gwutourism.org/careereducation/hospitality\\_series.html](http://www.gwutourism.org/careereducation/hospitality_series.html)
- Graci, S. (2005). *Accommodating green: Overcoming barriers to achieving sustainability in China's tourism industry*. Retrieved December 7, 2009, from <http://www.accommodatinggreen.com/media/PDF/OvercomingBarriers.pdf>
- Graci, S. (2001). *Accommodating green: Examining the factors that influence the implementation of environmental management initiatives in the tourist accommodation industry*. Retrieved December 7, 2009, from <http://www.accommodatinggreen.com/media/PDF/AG71004.pdf>
- Hcareers.com (2010). Retrieved November 18, 2009, from <http://www.hcareers.com/seeker/search/> [Job search site for current job openings in hospitality]
- Hospitality Industry Sector Career Paths* (n.d.). Retrieved January 6, 2010, from <http://www.studentnet.edu.au/vet/>
- Hospitality management training and career guide* (n.d.). Retrieved November 19, 2009, from <http://www.allbusinessschools.com/faqs/hospitality-management.php>
- hospitalityresourcenetwork.com (2010). Retrieved November 18, 2009 from [http://www.hospitalityresourcenetwork.com/Jobseeker\\_hospitality\\_hotel\\_jobs.aspx](http://www.hospitalityresourcenetwork.com/Jobseeker_hospitality_hotel_jobs.aspx) [Job search site for current job openings in hospitality]
- i-COOK TV.com (n.d.). *Cooking techniques and tips* [Videos]. Retrieved January 31, 2010, from <http://www.icookprofessional.com/default/index.cfm/icook-tv/>
- i-COOK TV.com (n.d.). *Culinary safety BOH* [Videos]. Retrieved January 31, 2010, from <http://www.icookprofessional.com/default/index.cfm/icook-tv/>
- i-COOK TV.com (n.d.). *Kitchen intuition* [Video]. Retrieved January 31, 2010, from <http://app.icookprofessional.com/videos.cfm>
- i-COOK TV,com (n.d.). *Top 10 healthy cooking tips*. Retrieved January 31, 2010, from <http://app.icookprofessional.com/videos.cfm>

- Kotler, P.; Bowen, J.T.; & Makens, J.C. (2010). *Marketing for hospitality and tourism* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Marriott (n.d.). *Career paths: Experience our hospitality career destinations*. Retrieved December 7, 2009, from <http://www.marriott.com/career/CareerPaths.mi>
- Mills, R.J., Jr., Eschenfelder, M., Rudd, D.P. (2009, February). *Curriculum analysis and development for advanced foods and catering operations: A study of facilities and resources in an undergraduate hospitality class* in *Research in Higher Education Journal*. Retrieved December 7, 2009, from <http://www.aabri.com/manuscripts/08093.pdf>
- Monterey Peninsula College (2009, Spring). *Fast track baking*. Retrieved December 7, 2009, from [http://www.mpcfacy.net/mary\\_nelson/hosp\\_fasttrackbake.htm](http://www.mpcfacy.net/mary_nelson/hosp_fasttrackbake.htm)
- Monterey Peninsula College (2009, Spring). *Fast track cooking*. Retrieved December 7, 2009, from [http://www.mpcfacy.net/mary\\_nelson/hosp\\_fasttrackcook.htm](http://www.mpcfacy.net/mary_nelson/hosp_fasttrackcook.htm)
- Monterey Peninsula College (2009, Spring). *Food service management*. Retrieved December 7, 2009, from [http://www.mpcfacy.net/mary\\_nelson/hosp\\_foodserv.htm](http://www.mpcfacy.net/mary_nelson/hosp_foodserv.htm)
- Monterey Peninsula College (2009, Spring). *Hospitality operations*. Retrieved December 7, 2009, from [http://ww.mpcfacy.net/mary\\_nelson/hosp\\_op.htm](http://ww.mpcfacy.net/mary_nelson/hosp_op.htm)
- Monterey Peninsula College (2009, Spring). *Hospitality supervision*. Retrieved December 7, 2009, from [http://www.mpcfacy.net/mary\\_nelson/hosp\\_supervision.htm](http://www.mpcfacy.net/mary_nelson/hosp_supervision.htm)
- Monterey Peninsula College (2009, Spring). *Restaurant management*. Retrieved December 7, 2009, from [http://www.mpcfacy.net/mary\\_nelson/hosp\\_restmgt.htm](http://www.mpcfacy.net/mary_nelson/hosp_restmgt.htm)
- National certificate: Hospitality operations services*. (2005, August 9). Retrieved December 9, 2009, from <http://www.thetaonline.org.za/ThetaQual/HospitalityAccomodation/Hospitality%20Operations%20Services-NQF%202/Qualification%20-%20NC%20Hospitality%20Operations%20Services%20%20NQF%202.doc>
- The National Park Service (n.d.). *NPS Concessions certification requirements*. Retrieved December 4, 2009, from <http://concessions.nps.gov/document/NPS%20Concessions%20Certification%20Requirements.pdf>
- National Registry of Food Safety Professionals (). *Exam content outline*. Retrieved December 19, 2009, from [http://www.nrfsp.com/exam\\_content/](http://www.nrfsp.com/exam_content/)
- National Restaurant Association Educational Foundation (n.d.). *ProStart I—ProStart means business best practices teacher notebook*. Chicago: National Restaurant Association Educational Foundation.
- National Restaurant Association Educational Foundation (n.d.). *ProStart II program means business*. Chicago: National Restaurant Association Educational Foundation.

- National Restaurant Association (2008). *Servsafe essentials* (5<sup>th</sup> ed.). Chicago: National Restaurant Association Educational Foundation.
- Newman, A. and Brownell, J. (2008). *Applying communication technology: Introducing email and instant messaging in the hospitality curriculum* in Journal of Hospitality, Leisure, Sport and Tourism Education 7(2), 71-76.
- Pitchess, C. (2007, Summer). *Everyone has a customer to serve*. Retrieved December 9, 2009, from <http://cccfcs.com/uploads/MultiDiscipline/Customer%20Svc%20Booklet.pdf> (Customer service lessons and activities for teachers to integrate into the curriculum)
- Service characteristics of hospitality and tourism marketing* (n.d.). Retrieved December 7, 2009, from <http://www.scribd.com/doc/20377712/null>
- Silva, K.E. & Howard, D.M. (2006). *Hospitality & tourism*. New York: McGraw-Hill Glencoe.
- TAFE NSW (2010). *SBA Hospitality*. Retrieved December 4, 2009, from <https://www.tafensw.edu.au/howex/servlet/Course?Command=GetTvetCourse&TvetCourseId=V1691>
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Accommodation services*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=accom\\_service.htm](http://www.theta.org.za/learning/default.asp?thepage=accom_service.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Arrival and departure of guests learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Coordinate the greeting and assisting of guests on arrival and departure learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Customer information and services learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Deal with the arrival of customers learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Foreign exchange and travelers checks learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Guest accounts and departures learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Handle mail and written communications learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)

- Tourism, Hospitality and Sport Education and Training Authority (2003). *Hospitality: Food and drink services*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=food\\_drink.htm](http://www.theta.org.za/learning/default.asp?thepage=food_drink.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Hospitality: Food preparation and cooking*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=food\\_cooking.htm](http://www.theta.org.za/learning/default.asp?thepage=food_cooking.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Hospitality: Generic unit standards*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=unit\\_stds.htm](http://www.theta.org.za/learning/default.asp?thepage=unit_stds.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Maintain a booking system learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Maintain practices and procedures for handling cash/cash equivalents learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Maintain practices and procedures for handling foreign cash/cash equivalent learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Maintain the front office service learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Maintain the portering/concierge service learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Provide a collection and delivery service learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Providing a valet and butler service learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism, Hospitality and Sport Education and Training Authority (2003). *Store and handle property learner guide*. Retrieved January 30, 2010, from [http://www.theta.org.za/learning/default.asp?thepage=front\\_house.htm](http://www.theta.org.za/learning/default.asp?thepage=front_house.htm)
- Tourism Industry Sector Career Paths* (n.d.). Retrieved January 6, 2010 from <http://www.studentnet.edu.au/vet/>
- University of Florida (2009, March 1). *Certificate m in hospitality management for MSM students*. Retrieved December 9, 2009, from [http://warrington.ufl.edu/academics/msm/docs/admitted/certificate\\_hospitalityMgmt.pdf](http://warrington.ufl.edu/academics/msm/docs/admitted/certificate_hospitalityMgmt.pdf)

- Vocational Information Center (2008, July 23). *Hospitality, recreation and tourism careers*. Retrieved December 9, 2009, from <http://www.khake.com/page61.html>
- Walker, J.R. (2009). *Introduction to the hospitality industry* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Wood, D. (2003, December). *Hospitality management skills: An educational and workplace comparative analysis*. Retrieved December 4, 2009, from <http://www.uwstout.edu/lib/thesis/2004/2003woodd.pdf>
- Workinfo.com (n.d.). *Hospitality job descriptions*. Retrieved December 3, 2009, from [www.workinfo.com/Free/JobDescrip/descript.doc](http://www.workinfo.com/Free/JobDescrip/descript.doc)
- Zupek, R. (2007, December 12). *Top 10 jobs in hospitality*. Retrieved November 19, 2009, from <http://www.careerbuilder.com/Article/CB-775-Who-is-Hiring-Top-10-Jobs-in-Hospitality/?pf=true>

