

Hospitality

COURSE OUTLINE

1. **Course Title:** Hospitality
2. **CBEDS Title:** Food and Hospitality Services
3. **CBEDS Number:** 4420
4. **Job Titles:**

Hotel/Resort Clerk or Cashier
Recreational Attendant
Food & Beverage Sales

Food Service Clerk
Travel Agent
Security Division

5. Course Description:

This course is designed to prepare students for entry level employment in the hospitality industry through exploring the scope of the industry and its relationship to travel and tourism, examining hotel and lodging operations, including specialized segments of the industry. Industry leaders and businesses are profiled and students will be exposed to the variety of occupations within the field and introduced to tools for measuring financial results. Integrated throughout this course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

Student Outcomes and Objectives:

Students will:

1. Describe the scope of the hospitality industry and its economic impact at the local, national, and international levels.
2. Explain the implication globalization presents for hospitality managers.
3. Cite opportunities for education, training, and career development in the industry.
4. Explain the relation of lodging and food and beverage operations to the industry.
5. Identify the general classification of hotels and describe the most distinctive features of each.
6. Identify and discuss types of commercial food service operations.
7. Describe products, procedures and equipment using industry terminology.
8. Demonstrate a variety of communication and decision-making skills.

Pathway

Recommended Sequence	Courses
Introductory	Culinary Arts
Skill Building	Baking and Pastry Arts
Advanced Skill	Advanced Culinary Arts, Culinary Arts Cooperative or Hospitality or Event Planning

6. **Hours:** *Students receive up to 180 hours of classroom instruction.*

7. **Prerequisites:** None

8. **Date (of creation/revision):** July 2011

9. Course Outline

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Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
Instructional Units and Competencies Guaranteed curriculum = regular font Negotiated curriculum = italicized	Course Hours	Model Curr. Standards	CA Academic Content Standards	CAHSEE
I. CAREER PREPARATION A. Career Planning and Management. 1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. a. Students will identify skills needed for job success b. Students will identify the education and experience required for moving along a career ladder. 2. Understand the scope of career opportunities and know the requirements for education, training, and licensure. a. Students will describe how to find a job. b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements. 3. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio. a. Students will write and use word processing software to create a resume, cover letters, thank you letters, and job applications. b. Students will participate in mock job interviews. 4. <i>Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</i> a. <i>Students will conduct a self—assessment and explain how professional qualifications affect career choices.</i> 5. <i>Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</i> a. <i>Contact two professional organization and identify the steps to become a member.</i> 6. <i>Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</i> a. <i>Students will describe careers in the business industry sector.</i> b. <i>Students will identify work-related cultural differences to prepare for a global workplace.</i> B. Technology. 1. Understand past, present and future technological advances as they relate to a chosen pathway and on selected segments of the economy. 2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services. 3. Use appropriate technology in the chosen career pathway. C. Problem solving and Critical Thinking. 1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and	20 Additional hours are integrated throughout the course.	Finance & Business Industry Sector, Model Curriculum Standards 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0	<u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5, LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1	Lang. Arts R 8.2.1 (9/10) R 2.1, 2.3 W2.5 Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1

<p>tasks.</p> <ol style="list-style-type: none"> 2. Use and apply critical thinking and decision making skills to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life. <p>D. Health and Safety.</p> <ol style="list-style-type: none"> 1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 2. Understand critical elements of health and safety practices related to a variety of business environments. <p>E. Responsibility & Flexibility.</p> <ol style="list-style-type: none"> 1. Understand the qualities and behaviors that constitute a positive and professional work demeanor. 2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community. 3. Understand the need to adapt to varied roles and responsibilities. <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> 1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> a. <i>Contact a business and obtain a copy of their rules for employment.</i> b. <i>Role play difference ethical scenarios.</i> 3. Understand the role of personal integrity and ethical behavior in the workplace. <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> 1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals. 2. Understand the ways in which professional associations, such as the American Restaurant Ass., the International Hotel and Restaurant Assn., and the Lodging Assn. and competitive career development activities enhance academic skills, career choices, and contribute to promote employability. 4. Know multiple approaches to personal conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. 				
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Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>I. The Spirit of Hospitality</p> <p>A. Scope of the Hospitality Industry</p> <ol style="list-style-type: none"> 1. Personal profile of Conrad Hilton 2. Business profile of McDonald’s 3. A day in the life of…”A Front Desk Clerk” <p>B. Service – the mission and product of hospitality</p>	10	Hospitality, Tourism & recreation Industry Sector Food Service & Hospitality Pathway B1.0, 1.2, 1.3 B4.0 B8.0	M(8-12) (13.0) G(8-12) 8.0 1.3HSS(1) H1(1)	(7)NS1.2, 1.3, 1.6, 1.7 (6)P3.5 (7)MR1.1 MR2.1, 2.3, 2.4 MR3.3
<p>II. Travel and Tourism: Partners in Hospitality</p> <p>A. The relationship of Hospitality to travel and tourism</p> <ol style="list-style-type: none"> 1. Business profile of Disney Theme Parks 2. A day in the life of…”A Travel Agency Manager” <p>B. Marketing and promoting hospitality and tourism</p> <p>C. The effects of hospitality, travel, and tourism</p> <p>D. Corporate Travel</p> <p>E. Tour Operators – retail/wholesale</p> <p>F. Types of Travel (cruises, land, etc.)</p>	15	Hospitality, Tourism, and Recreation Pathway C1.0, 1.4 C2.0 C7.1 C8.0 C9.1 C11.0	E(12) (12.1) (12.1.2) 2.1R(2.3) 2.2W(9-12)(2.3) 2.2W(11-12)(1.6)	(8)R3.1 (10)WS1.2, 1.5, 1.9
<p>III. Global Issues and Hospitality</p> <p>A. Economic climate</p> <p>B. Demographics and socioeconomic trends</p> <ol style="list-style-type: none"> 1. Business profile of Wendy’s 2. Personal profile of Ellsworth Statler 3. A day in the life of “A Hotel General Manager” <p>C. Psychological motives</p> <p>D. Technological innovations</p> <p>E. Political forces</p> <ol style="list-style-type: none"> 1. Middle East 2. Mexico 	15			
<p>IV. Dynamics of the Lodging Industry</p> <p>A. Evolution of lodging facilities</p> <p>B. Classifying lodging properties</p> <ol style="list-style-type: none"> 1. Personal profile of Kemmons Wilson 2. A day in the life of a “Concierge” 3. Business profile of Hyatt Hotels and Resorts <p>C. Types of lodging ownership</p> <p>D. Marketing</p>	10			
<p>IV. Hotel Development</p> <p>A. An overview of the process</p> <p>B. Choosing the right location</p> <ol style="list-style-type: none"> 1. Business profile of the Four Seasons Hotel 2. A day in the life of an “Architect” 3. Personal profile of Sarah Tomerlin Lee 	15			

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<ul style="list-style-type: none"> C. Assessing feasibility D. Fiscal commitment to the new hotel E. Design of the new hotel F. Marketing 				
<p>VI. Hotel Management and Operations</p> <ul style="list-style-type: none"> A. Basic management structure B. Producing an efficient and profitable operation C. Referrals and ratings systems D. Housekeeping <ul style="list-style-type: none"> 1. A day in the life of “The Chief Engineer” 2. Business profile of Red Roof Inns 3. Personal profile of Elaine Etess E. Marketing 	15			
<p>VII. Contemporary Foodservice Concepts</p> <ul style="list-style-type: none"> A. The relationship of market, concept, and menu B. Contemporary commercial foodservice concepts C. Restaurant ownership D. Commercial restaurants within other businesses E. Operations – front and back of the house 	15			
<p>VIII. Culinary Arts and Foodservice Operations</p> <ul style="list-style-type: none"> A. Historical overview of cooking and the culinary arts B. Elements of American and European fine dining C. Menu planning and development D. The production cycle E. Social issues <ul style="list-style-type: none"> 1. Personal profile of Auguste Escoffier 2. Business profile of a “Sous Chef” 	15			
<p>IX. Beverage Management</p> <ul style="list-style-type: none"> A. Trends in beverage consumption B. Wines C. Liquors D. Malt beverages E. Risk management and liquor liability <ul style="list-style-type: none"> 1. Personal profile of Dom Perignon 2. Business profile of Rothschild’s Winery 3. A day in the Life of a “Sommelier” 	10			

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>X. Specialized Segments of the Hospitality Industry</p> <ul style="list-style-type: none"> A. Strictly Business B. Meetings, conventions, and expositions C. Event Planning D. Marketing E. Hospitality functions and long-term residential health care <ul style="list-style-type: none"> 1. A day in the life of a “Meeting Planner” 2. Business profile of Lowes Anatole Hotel 3. Personal profile of J. Williard “Bill” Marriott 	10			
<p>XI. Leisure Activities and Hospitality</p> <ul style="list-style-type: none"> A. Managing leisure segments of the hospitality industry B. Marketing C. Novel lodging facilities D. Clubs E. Health and fitness facilities F. Recreational facilities <ul style="list-style-type: none"> 1. Business profile of Grand Teton Lodge Company 2. Personal profile of Samuel Cunard 	15			
<p>XI. Focus on the Future</p> <ul style="list-style-type: none"> A. The Hospitality Industry’s future B. Demographics in the twenty-first century C. Technology and Innovation in the Hospitality Industry D. The global economy E. Ethics in Hospitality <ul style="list-style-type: none"> 1. A day in the life of a “Market Analyst” 2. Personal profile of Morris Lasky 	10			
<p>XII. Building for Success</p> <ul style="list-style-type: none"> A. Basic business skills B. Steps to a career in Hospitality C. Getting the job <ul style="list-style-type: none"> 1. Personal profile of Curtis Carlson 2. A day in the life of a “Human Resource Director” 	10			

10. Additional recommended/optional items

a. Articulation: None

b. Academic credit: N/A

c. Instructional strategies:

Methods of Instruction:

- a. Lecture and Discussion
- b. Demonstrations
- c. Lab projects and Analysis
- d. Research and Reports
- e. Use of Available Audiovisual Materials
- f. Community Resources (speakers)
- g. Field Trips
- h. Catering Events

d. Instructional materials: Introduction to the Hospitality Industry
Clayton Barrows, Tom Powers
Book News, Inc., Portland, OR. 2005

e. Certificates: None