

Appendix J

HOSPITALITY, LODGING, AND TOURISM YOUTH APPRENTICESHIP

REQUIRED SKILLS CURRICULUM UNITS 1-2

Unit 1: Required Skills

Core Skills

Competency

1. Apply applicable academic knowledge

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Reads and comprehends work related materials
- Applies mathematical operations involving whole numbers, fractions, decimals, percentages, formulas and methods of measurement accurately when necessary
- Interprets charts, tables, and graphs

Learning Objectives

- Add, subtract, multiply, and divide whole numbers, fractions, decimals and percents
- Calculate averages, ratios, proportions, and rates
- Convert decimals to fractions, fractions to percents and vice versa
- Measure and accurately report measurements of time, temperature, length, width, height, width, perimeter, area, volume, and weight
- Use appropriate formulas
- Convert measurements correctly (e.g., English (standard) to metric)
- Interpret meaning from data

Comments:

Unit 1: Required Skills

Core Skills

Competency

2. Apply applicable career knowledge

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Shows understanding of career development in the hospitality, lodging, and tourism industry
- Obtain skills and knowledge to meet position requirements

Learning Objectives

- Explain the process for seeking employment
- Describe the major functions and duties of the career pathways within the Hospitality & Tourism career cluster
- Discuss educational and credentialing requirements for a selected job
- Contrast "positive" and "less positive" aspects of a selected job
- Describe opportunities for advanced training in your selected field

Comments:

Unit 1: Required Skills

Core Skills

Competency

3. Apply applicable hospitality, lodging, and tourism industry knowledge

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Demonstrates Hospitality, Lodging, and Tourism systems understanding based on current understanding

Learning Objectives

- Demonstrate the functions of systems in the hospitality, lodging, and tourism industry (e.g., management, human resources, production and services)
- Explain the importance of the hospitality, lodging, and tourism industry to the U.S. economy
- Explain the impact of global travel on safety and security concerns
- Explain effects of changes in taxation on hospitality, lodging, and tourism industry
- Define basic hospitality, lodging, and tourism terminology including no-show, overbooking, and spoilage
- Define and categorize hotel organization and hotel segmentation
- Discuss/evaluate hospitality, lodging, and tourism industry trends
- Draw conclusions on the impact of the future economic, technological, political, and social changes in the hospitality, lodging, and tourism industry including changes in customer mix, security, technological advances
- Explain the functions of each department or unit within the larger organization
- Compare and contrast advantages and disadvantage of independently owned facilities and chain affiliated facilities
- Explain the influence of seasonal fluctuations
- Distinguish currency designations
- Discuss reasons people travel (leisure, business, family)
- Identify the GMT (Greenwich Mean Time) and the IDL (International Date Line)
- Convert the 12-hour clock to the 24-hour clock
- Define terms, acronyms, and abbreviations used in the hospitality, lodging and tourism industry

Comments:

Unit 1: Required Skills

Core Skills

Competency

4. Communicate effectively

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Uses effective oral communication skills
- Uses appropriate body language
- Listens actively to others
- Demonstrates courtesy with self-introduction
- Is sensitive to special, multicultural, and/or multilingual needs
- Utilizes alternative communication services to assist customers with specialized needs
- Delivers coherent verbal messages in words that can be understood
- Uses appropriate and bias-free language
- Responds to inquiries or statements within the scope of current responsibilities and understanding
- Does not provide confidential information without appropriate authorization
- Does not overreact in response to anger
- Records information in a timely manner
- Records written information legibly and accurately
- Writes without errors in grammar, spelling, and number order
- Organizes and compiles messages, technical information, and summaries accurately
- Uses email, the Internet, printer, copier, scanner, and fax machine equipment appropriately and correctly as applicable

Learning Objectives

- Define culture and cultural diversity
- Categorize components of culture including religious customs, dietary habits and traditions
- Differentiate between hearing and listening
- Evaluate different styles of listening
- Identify the effects of physical, social, and psychological factors on ability to listen
- Identify resources to help communicate with disabled or non-English speaking guests
- Discuss effective and active listening skills
- Explain how bias can be communicated verbally & non-verbally
- Describe the impact of non-verbal communication
- Explain the importance of clear and understandable communication
- Discuss steps to assess customer/client understanding
- Explain communication strategies to be used with a diverse customer/client and coworker population
- Describe verbal and nonverbal behaviors that might inhibit communication
- Explain ways to improve communication
- Discuss methods to accommodate for communication with special needs customers/clients
- Describe technology used in communicating such as, telephone, computers, fax, intercom, beepers, etc.
- Explain the proper use and etiquette required for these forms of communication technology
- Compare and contrast subjective and objective information
- Discuss common recording errors and how to avoid them
- Review the policies and procedures for using written communication tools in your company such as email, Internet, printer, copier, scanner, and/or fax

Comments:

Unit 1: Required Skills

Core Skills

Competency

5. Communicate effectively on the phone

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Answers the telephone promptly
- Follows company guidelines for identifying self
- Greeting is pleasant and courteous
- Determines purpose of call
- Transfers call to appropriate individual when necessary
- Listens carefully to caller before giving any response
- Is discrete in responses made to the caller
- Does not provide confidential information without appropriate authorization
- Uses appropriate language
- Minimizes the time caller is put on hold
- Ends conversation with courteous closure
- Records telephone conversation and/or takes messages accurately

Learning Objectives

- Explain how to use the telephone in your company to place callers on hold and to transfer calls
- Describe voice qualities that convey pleasantness
- Describe the proper telephone answering procedure
- Discuss the potential for violating customer/client confidentiality during telephone conversations
- List the types of questions or information received from a telephone call which should be referred to the worksite professional
- Emphasize the importance of accuracy in taking telephone messages
- Detail some uses of the company telephone which would be considered unethical
- Explain the appropriate way(s) of bringing closure to a telephone conversation
- Describe the use of telephone documentation/logs required by some departments/facilities

Comments:

Unit 1: Required Skills

Core Skills

Competency

6. Act professionally

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Follows oral and written instructions
- Is pleasant, courteous, and professional with coworkers and internal and external customers
- Appearance and dress are appropriate according to the requirements of the employer
- Takes personal responsibility for attendance
- Is punctual
- Begins work promptly
- Organizes and prioritizes tasks efficiently
- Exhibits positive attitude and commitment to task at hand
- Completes assigned tasks accurately and in a timely manner
- Takes responsibility for actions and decisions
- Recognizes lack of knowledge and seeks help from information sources
- Evaluates work goals periodically with worksite professional
- Accepts constructive criticism and applies suggestions
- Communicates safety, training, and job-specific needs
- Adheres to safety rules and regulations

Learning Objectives

- Review your company's employee manual for policies on Appearance, Breaks, Time Off, Cell Phone Use, Weather, Personal Issues, etc.
- List qualities of successful hospitality, lodging, and tourism employees
- Describe how you can demonstrate enthusiasm and commitment at the worksite
- Define initiative
- Explain ways that you can show initiative at a worksite
- Explain methods to evaluate work assignments and prioritize them
- Describe how to effectively receive feedback
- Identify ways in which honesty and integrity of co-workers affect work performance

Comments:

Unit 1: Required Skills

Core Skills

Competency

7. Demonstrate customer service skills

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Is knowledgeable about services
- Addresses the customer, either in person, by telephone, e-mail or other means
- Gathers information about customer's needs
- Responds to customer's comments and questions
- Determines customer's price considerations
- Explains and demonstrates services and prices to customer
- Identifies alternative or additional services and/or options available
- Solicits supervisor or co-worker support and advice when necessary to meet customer needs
- Coordinates as needed with other services to expedite delivery of service
- Contacts customer to determine if services meet customer's expectations
- Handles complaints tactfully without insult or conflict
- If customer's expectations are not met, informs the customer of how the company will satisfy the customer's needs and facilitates resolution process
- Provides feedback to management to enhance operations

Learning Objectives

- Define customer service.
- Describe standards of service
- Evaluate customer service scenarios
- Determine appropriate customer service solutions
- Describe how customer service affects a company's "bottom line"
- List strategies for maximizing customer satisfaction
- Describe the functions of other departments or units to serve the guest/customer
- Identify the different vendors, suppliers, and properties to create the guest/customer experience
- Describe the steps to follow when dealing with complaints
- Identify customer service methods to use when encountering an angry customer
- Reviews and comprehends written and multimedia material pertaining to services produced by employee's company or trade organization
- Identify distinctive social cultural factors affecting travel activities (e.g., time, workday, workweek, schedules, and holidays)
- List and discuss reasons people dine out and/or travel

Comments:

Unit 1: Required Skills

Core Skills

Competency

8. Cooperate with others in a team setting

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Demonstrates respect in relating to people
- Contributes to a group with ideas, suggestions, and effort
- Listens and responds appropriately to team member contributions
- Works collaboratively with people from other backgrounds/cultures
- Resolves differences for the benefit of the team
- Completes their share of tasks necessary to complete a project

Learning Objectives

- Compare teams and groups
- Identify roles found in teams such as leader, facilitator, recorder, etc.
- List effective meeting management skills
- Demonstrate techniques which show respect for others
- Explain how empathy and bias can be communicated verbally & non-verbally
- Describe how to effectively give and receive feedback
- Discuss effective and active listening skills
- Describe conflict resolution methods
- Discuss ways to foster group communication and productivity
- Discuss ways to participate within a team setting
- Explain how to interact appropriately with diverse ethnic, age, cultural, religious, and economic groups in different situations
- Describe how work teams coordinate work flow and help manage resources

Comments:

Unit 1: Required Skills

Core Skills

Competency

9. Think critically

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Recognizes the existence of a problem
- Applies problem-solving steps
- Differentiates between fact and opinion
- Considers other viewpoints and perspectives
- Applies the principles and strategies of organized thinking
- Evaluates information, ideas, and problems
- Collects information through probing questions and research
- Defines the problem
- Uses techniques such as brainstorming to acquire alternative solutions
- Demonstrates comparison skills
- Makes decisions based on analysis
- Presents ideas for critical evaluation
- Supports viewpoints with evidence

Learning Objectives

- Explain different techniques for problem solving such as the 5 step problem solving cycle or Deming's 14 step problem solving cycle
- Describe how to break a problem down in order to brainstorm, evaluate, and analyze possible solutions
- Discuss the difference between fact and opinion
- Discuss data collection techniques for the problem solving process
- Apply logical reasoning to analyzing problems and solutions
- Identify opportunities for applying problem solving skills
- Practice different problem solving situations
- Describe how to present a solution with evidence
- Explain ways to reach a decision by consensus
- Develop and implement a problem-solving strategy
- Discuss methods to evaluate a solution that has been implemented

Comments:

Unit 1: Required Skills

Core Skills

Competency

10. Exhibit legal and ethical responsibilities

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Perform legally and ethically by all local, state, and national standards
- Safeguards the confidentiality of customer records and personal information per requirements
- Complies with legal requirements for confidentiality
- Complies with legal requirements for documentation
- Ensures privacy of customer during interactions
- Does not provide confidential information without appropriate authorization
- Avoids using personal identifiers when discussing customer situations in the worksite or classroom settings
- Uses company resources wisely
- Uses email, the Internet, printer, copier, scanner, and fax machine equipment appropriately and correctly as applicable
- Operates within scope of authority adhering to company rules, regulations, and policies as established including interpretation of employer/employee handbook and procedures

Learning Objectives

- Explain the difference between an ethical practice and a legal responsibility
- Describe the rights of hospitality workers and their guests
- Describe hotel legal responsibilities and issues
- Explain the impact of the ADA (American Disabilities Act) requirements on the hospitality industry
- Identify the management structure and employees' roles within your organization
- Identify the rules and regulations of the company as they relate to the employee
- Define legal and ethical responsibilities for safety procedures
- Outline how harassment and stereotyping can create an unhealthy work environment
- Describe the standard of confidentiality in the hospitality industry
- Discuss the ethics involved in screening travelers and guests
- Identify ethical and legal situations which occur in the workplace
- Identify problems that may arise if the workforce does not conduct itself ethically
- List ethical liability issues that are specific to hospitality, lodging, and tourism

Comments:

Unit 1: Required Skills

Core Skills

Competency

11. Use technology

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Uses communication technology (such as pagers, radios, phone, fax, email, Internet) to access and distribute data and other information within the scope of the job
- Follows rules for proper computer and communication technology usage
- Uses calculating tools such as a computer, calculator, and adding machine correctly
- Use industry software to enter, edit, and store data according to worksite guidelines, if applicable
- Verifies data entry prior to data storage or equipment operation

Learning Objectives

- Identify the parts and functions of a computer system using correct terminology including the keyboard, monitor, mouse, printer
- Point out the storage device locations on the computer such as the Hard drive, Floppy drive, CD-ROM drive, and Portable File Storage drive, etc
- Show the appropriate connections and positioning of peripheral devices such as a mouse, keyboard, monitor, and printer
- Discuss the importance of backing up computerized files
- Define the rules for email etiquette
- Explain appropriate and inappropriate uses of email and internet while at work
- Describe the safeguards in place in your worksite system that prevent entering or editing errors and security of access
- Demonstrate the tools used to verify calculations
- Describe how to develop effective presentations using appropriate technologies (e.g., tables, charts, and visual graphics)
- Explain the use of writing/publishing/presentation applications in the hospitality industry
- Describe how database and spreadsheet technology is used at your worksite to manage worksite operations

Comments:

Unit 2: Required Skills

Safety and Security

Competency

1. Follow personal safety requirements

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Participates in all required safety training
- Follows all worksite guidelines for personal safety
- Adheres to equipment safety standards
- Uses appropriate safety equipment and clothing
- Applies principles of proper body mechanics when necessary
- Reports any exposures, injuries, or accidents, personal or to others, immediately, if applicable
- Locates and can find key information on Material Safety Data Sheets (MSDS)
- Handles and disposes of any hazardous materials appropriately, if applicable

Learning Objectives

- Discuss the regulatory purpose and responsibility of the Occupational Safety and Health Administration (OSHA)
- List your rights as a worker according to OSHA
- Explain the procedure to follow in case of an exposure, injury, or accident to self or to another
- Explain ways your company prevents accidents
- List engineering controls that are taken to protect workers from accidents
- Describe safe and unsafe work habits and their implications
- List safety hazards at your facility
- Explain the appropriate use of safety equipment and procedures, such as lockout/tagout, as required for work activity
- Explain the safe use of ladders
- Describe ways to prevent burns
- Demonstrate safe use of equipment commonly used within the hospitality, lodging, and tourism area
- Explain potential hazards associated with blood borne pathogens
- Explain the ergonomic impact of work techniques
- Describe proper techniques for lifting loads
- Describe the Material Safety Data Sheet (MSDS) and its purpose
- Discuss the procedures of handling & disposing of hazardous material

Comments:

Unit 2: Required Skills

Safety and Security

Competency

2. Maintain a safe work environment

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Complies with posted safety warnings and symbols
- Identifies unsafe conditions and/or work habits and reports them to the worksite professional immediately, if applicable
- Helps maintain a clean and safe working environment free of debris and obstacles
- Cleans, organizes, puts away items in the work area
- Safely identifies, handles, stores, and uses hazardous materials according to company procedure, if applicable
- Report any indications of insects or pests

Learning Objectives

- List safety regulations as required in the hospitality industry
- List the major components of a facility safety program
- List the different state and federal agencies that provide regulatory oversight at your facility for personal safety, environmental safety, and equipment safety
- List accident and fire prevention techniques
- List hazards that contribute to injury due to slips, trips, or falls
- Describe posted safety warnings and symbols and what they mean
- Describe safe and unsafe work habits and their implications
- Discuss the importance of keeping the work area and equipment clean
- List mechanical, electrical, and equipment safety hazards at your facility
- Explain potential hazards associated with blood borne pathogens
- Discuss how to identify and report unsafe conditions in your facility
- Describe the requirements at your facility for safety training and auditing
- Assess need for good housekeeping practices
- Outline compliance requirements of sanitation and health inspections.

Comments:

Unit 2: Required Skills

Safety and Security

Competency

3. Demonstrate professional role in an emergency

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Participates in emergency safety simulations and drills
- Outlines the company's policy and procedure for worksite incidents, accidents, electrical, fire, tornado, bomb threats, robbery, hostage situations, and other emergency situations
- Identifies the closest fire alarms and emergency exits in the assigned worksite area
- Identifies the fire extinguishers in the assigned worksite area
- Identifies appropriate alarms and procedures for using alarms
- Contacts emergency personnel according to company requirements in the event of an emergency
- Documents any emergency incidents according to company requirements

Learning Objectives

- Describe the procedures in your company to report an emergency
- Review your company procedures for responding to exposures, injuries, accidents, spills, fire, tornado, bomb threat, robbery, hostage situations, etc.
- Demonstrate how to use the fire extinguisher
- Explain the evacuation plan for the worksite
- Indicate the demeanor necessary during an emergency
- Identify methods to cope with emergency situations
- Name the resources for assistance in crimes or accidents
- Locate and explain use of first aid emergency care kits
- Detail steps to use in medical emergencies requiring First Aid, CPR, and/or Heimlich maneuver
- Explain who in your facility can give first aid care in the event of an emergency
- Detail how to access help in a robbery or terrorist situation
- Explain the local protocols in place with local law enforcement
- Explain the role of the Hazardous Materials (HAZMAT) team

Comments:

Unit 2: Required Skills

Safety and Security

Competency

4. Follow security procedures

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Maintains guest and employee security procedures
- Observes guests/customers and surroundings to identify dangerous situations
- Offers and manages guest access to safe deposit boxes if applicable
- Reports when any security lighting is out
- Explains key locking systems to guests as applicable
- Secures and stores lost and found items as required
- Recognizes and reports suspicious situations if applicable
- Comply with all required employee testing of institution such as fingerprinting or drug testing

Learning Objectives

- Identify sources of security risk
- Describe your facilities security system of surveillance cameras, personnel, lighting
- List the function of security equipment
- Suggest ways to manage guests/customers facing a threat
- Outline how locking systems and key control measures protect guests/customers
- Explain the types and functions of keys to control levels of access
- List types or levels of keys used for entry
- Outline how access to all areas is controlled
- Outline procedures for issuing electronic keys
- Explain the importance of confidentiality in key and room identification
- Describe how access is given to safe deposit boxes
- Describe how guest's identity is checked for access
- Describe procedures for controlling lost and found items

Comments: