

Hospitality Management

Power Standards for Hospitality Management

1. Recognize the importance of careers in the hospitality industry and the skills needed to be successful.
2. Identify the five areas in the hospitality industry and their effects on the economy.

Power Benchmarks for Hospitality Management

1. List the five areas in the hospitality industry.
2. Identify career opportunities in each of the areas of hospitality.
3. Appraise the role of the hospitality employee in fulfilling guest needs.
4. Identify influences of travel and tourism on local economy.
5. Identify the organization of the lodging industry.
6. Investigate all aspects of the food and beverage industry.
7. Identify the impact of the activities on the community.
8. Identify transportation areas related to the hospitality field.
9. Recommend an effective marketing plan.
10. Identify skills needed to work in the service areas of hospitality.

Hospitality Management

Students will be able to:

1. Recognize the importance of careers in the hospitality industry and the skills needed to be successful.
 - Identify career opportunities in each of the areas of hospitality. (2)
 - Appraise the role of the hospitality employee in fulfilling guest needs. (3)
 - Recommend an effective marketing plan. (9)
 - Identify skills needed to work in the service areas of hospitality. (10)

2. Identify the five areas in the hospitality industry and their effects on the economy.
 - List the five areas in the hospitality industry. (1)
 - Identify influences of travel and tourism on local economy. (4)
 - Identify the organization of the lodging industry. (5)
 - Investigate all aspects of the food and beverage industry. (6)
 - Identify the impact of the activities on the community. (7)
 - Identify transportation areas related to the hospitality field. (8)

Hospitality Management

Stage 1 – Desired Results:

<p>Power Standard 2: Identify the five areas in the hospitality industry and their effects on the economy.</p> <p>Power Standard/Competency # 1: List the five areas in the hospitality industry.</p> <p>Estimated Timeline: 1 day</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication			X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
		X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ There are five areas in the hospitality industry. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ When I say Hospitality Management, what do you think of? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Recognize that there are five areas in the hospitality industry. ➤ Identify specific examples within each area. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Describe the five areas of the hospitality industry. <ul style="list-style-type: none"> ○ Lodging ○ Activities ○ Food and Beverages ○ Transportation ○ Retail 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Quiz 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ 23-25 A 20-22 B 17-19 C 15-16 D
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Hospitality Management

Stage 1 – Desired Results:

Power Standard 1: Recognize the importance of careers in the hospitality industry and the skills needed to be successful.

Power Benchmark/Competency # 2:
Identify career opportunities in each of the areas of hospitality.

Estimated Timeline: 3 day + on going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
X		X	X	X

Understandings:

Students will understand that:

- There are a variety of careers in the hospitality field.

Essential Questions:

- What careers do you think fall in the area of hospitality?
- How do you determine whether a hospitality career is for you?
- What would be sources to learn about a hospitality career?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Where to find information about the various careers in the hospitality industry.
 - Career ladder
 - Lodging
 - Food Service
 - Transportation
 - Activities/entertainment
 - Retail

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Research a career in each of the hospitality segments.
 - Job shadowing
 - Internships
 - Information interview
 - Apprenticeship

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Class presentation of research of careers in the hospitality segment
- Complete an assessment of their job shadow and internship.

Key Criteria: (Rubric)

- **20-18 A**
- **17-16 B**
- **15-14 C**
- **13-12 D**

Hospitality Management

EVALUATION OF CAREER REPORTS

The rating scale below shows an evaluation of your oral or written report. It indicates what levels you have passed and what levels you can try to reach on future reports..

CRITERIA:

1. CHOICE OF TOPICS

1	2	3	4	5
Slow to choose Topic.	Chooses topic with indifference	Chooses topic as assigned; seeks suggestions.	Chooses without Assistance	Chooses creative topic.

2. DESCRIPTION OF JOB SPECIFICATIONS (duties, training, education, environment)

Incomplete	Includes only one	Includes 2	Includes 3	Information complete and includes examples
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3. FUTURE OUTLOOK (salary, availability, growth predictions)

Incomplete	Includes one	Includes 2	Includes 3	Information Complete with charts and/or graphs
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4. ORAL PRESENTATION

No organization Very nervous	Reads from notes Somewhat nervous	Uses notes sparingly; Comfortable.	Uses notes effectively; Confident	Limited use of notes; purposeful body language.
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Hospitality Management

Stage 1 – Desired Results:

Power Standard 1: Recognize the importance of careers in the hospitality industry and the skills needed to be successful.

Power Benchmark/Competency # 3:
Appraise the role of the hospitality employee in fulfilling guest needs.

Estimated Timeline: 3 days + on going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	X
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings:

Students will understand that:

- It is important to identify and meet the needs of the guests.

Essential Questions:

- Do guest and customer have the same meaning?
- What are the needs and expectations of guest and customers?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- How to identify the needs of a guest
- How the employee will met the needs of the guest
- Explain the importance of quality service
 - Customer focused employee
 - Empathy
 - Customer satisfaction

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Discuss ways of handling customer complaints
- Demonstrate ways to greet a guest
 - Cleanliness
 - Courtesy

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e.* Assessment used to determine proficiency on competency)

- Role-plays
- React a flow chart that shows how to handle customer complaints
- Evaluate a personal experience you have had at a hotel or restaurant.

Key Criteria: (Rubric)

24-22 A
21-20 B
19-17 C
16-15 D

Hospitality Management

Performance Task: Evaluate the Service Provided by a Local Restaurant

FS:S-17

Orientation Unit 1

Student Supplement 4—Evaluate the Service Provided by a Local Restaurant

Name _____

Directions: Invite a good friend or relative to dine out. Choose a restaurant from your survey in Student Supplement 2 that provides table or table and counter service. Set a date and decide which meal you will evaluate (breakfast, lunch, or dinner). Answer appropriate questions below as a guide to evaluating the service you receive.

1. Were you greeted and seated promptly?

2. Was your table and cover clean and pleasing?

3. Did the server know the menu items well enough to be able to guide your party in their selections?

4. Did the server write up your order properly?

5. How long did you have to wait before your order was served? Was this amount of time too long for the preparation of the dishes you ordered? If so, what seemed to cause the delay?

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Student Supplement 4

6. When serving your party, did the server have to ask the members of your party what they had ordered, or did he or she remember what the individuals in your party ordered? Explain.

7. Were you served what you had ordered? If not, explain.

8. Was your water glass kept full? Were you asked if you wanted dessert? Coffee? Condiments?

9. How many other parties was your server waiting on in addition to your party? Did your server seem to rush you? Ignore you? Explain.

10. Did your server total your guest check accurately?

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Student Supplement 4

11. Was your server pleasant and efficient? Explain.

12. How would you rate the service overall (bad, fair, good, excellent).

Hospitality Management

Stage 1 – Desired Results:

<p>Power Standard 2: Identify the five areas in the hospitality industry and their effects on the economy.</p> <p>Power Benchmark/Competency # 4: Identify influences of travel and tourism on local economy</p> <p>Estimated Timeline: 1 week + on going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication	X		X	X	X
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X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
X		X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ The travel and tourism industry influences our local economy. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Explain why all segments of the hospitality industry should work together. ➤ What does the hospitality industry contribute to the economy? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ How the convention and visitors bureau operates for the community. ➤ Why people travel and how they spend their money <ul style="list-style-type: none"> ○ economy ○ travel industry ○ tourism industry 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Investigate a Quad-City event and what contribution they have to our economy. ➤ Describe the differences between pleasure travel and business travel. <ul style="list-style-type: none"> ○ Quad-City events ○ Pleasure travel ○ Business travel 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ A poster that explains the different segments of the hospitality industry. ➤ Field trip ➤ Speakers 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ 50-45 A ➤ 44-40 B ➤ 39- 35 C ➤ 34-30 D
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Hospitality Management

Hospitality Industry Poster

	Communicates Understanding	Visually Appealing	Readable	Professional	Contains Required Information
A Excellent (10-9)	Clearly conveys an excellent understanding of the hospitality industry and can be understood by a wide audience.	The poster has excellent visual appeal, shows creativity	The poster is easily readable from a reasonable distance. Excellent use of visuals to enhance the information.	Language used is appropriate. Poster completely free from errors.	Poster contains all required information: Name of team, Name of Project Hospitality terms, and breaks down each industry into detailed segments
B Above Average (8)	Conveys a good understanding of the hospitality industry and can be understood by most audiences.	The poster has good visual appeal and some creativity.	The poster is readable from a reasonable distance Good use of visuals to convey information.	Language used is appropriate. Poster is mostly free from errors.	Poster is missing one of the required items.
C Average (7)	Adequately conveys a basic understanding of the hospitality industry and can be understood by a limited audience.	The poster has adequate visual appeal with limited creativity.	Some portions of the poster are not readable from a reasonable distance Some use of visuals to convey information.	Language used is mostly appropriate. Poster is somewhat professional in appearance and contains two or more errors.	Poster is missing two of the required items.
D Below Average (6)	Poster marginally conveys an understanding of the hospitality industry	The poster is not visually appealing nor creative.	Poster is difficult to read from 4 ft away. Little use of visuals to convey information.	Language used is not appropriate. Poster contains several errors.	Poster is missing more than two of the required items.

Hospitality Management

Stage 1 – Desired Results:

Power Standard 2: Identify the five areas in the hospitality industry and their effects on the economy.

Power Benchmark/Competency # 5:
Identify organization of the lodging industry.

Estimated Timeline: 1 ½ week

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	
Math	Science	Reading	Social Responsibility	Communication
	X		X	X

Understandings:

Students will understand that:

- The lodging industry has many divisions that work together for customer satisfaction.

Essential Questions:

- When staying at a hotel, what services have you received?
- What departments do you think provided these services?
- What other departments are needed to make this lodging establishment efficient?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Understand the divisions of the lodging industry.
- Explain how the different divisions work together to make a successful operation.
 - Front of the house
 - Back of the house
 - Revenue
 - Support

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Demonstrate the how the lodging industry is organized.
 - Front office
 - Housekeeping
 - Maintenance
 - Security
 - Human resource
 - Food and beverage

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Matching the different positions involved with the front of the house and back of the house

Key Criteria: (Rubric)

- 16-15 A
- 14-13 B
- 12 C
- 11-10 D

Hospitality Management

Front of the House	Back of the House
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Service Manager
Cashier
Executive Chef
Host/Hostess
Busser
Server
Sous Chef
Steward
Cashier
Dishwasher
Station Chefs
Expediter
Butcher
Sales Manager
Restaurant Manager
Kitchen Manager

Hospitality Management

Stage 1 – Desired Results:

Power Standard 2: Identify the five areas in the hospitality industry and their effects on the economy.

Power Benchmark/Competency # 6:
Investigate all aspects of the food and beverage industry.

Estimated Timeline: 1½ weeks

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
X	X	X	X	X

Understandings:
Students will understand that:
➤ The food service industry encompasses a wide variety of opportunities.

Essential Questions:
➤ What are the key qualities demonstrated by an excellent server?
➤ What are the various jobs that are available in the food and beverage industry?

Students will be able to: (i.e. know)...(Include vocabulary)
➤ Explain the function of the employees in the restaurant.
➤ Recognize the importance of good service to the success of a food and beverage establishment.

- Chef
- Wait staff
- Managers
- Customer service
- Dependability

Students will be able to: (i.e. do)...(Include vocabulary)
➤ Categorize the various careers in the food and beverage industry.

- Institutional food service
- Quick food service
- Buffet service
- Fine dining
- Catering
- Menu
- Marketing
- Target audience

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)
➤ Create a restaurant PowerPoint

Key Criteria: (Rubric)
➤ 50-45 A
➤ 44-40 B
➤ 39- 35 C
➤ 34-30 D

Hospitality Management

Stage 3 – Learning Plan:

Investigate all aspects of the food and beverage industry.

Power Benchmark/Competency: #5

Learning Activities:	Resources:
➤ In pairs, create a PowerPoint for a restaurant: specialty foods, menu, themes, marketing technique, location, and target audience.	

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	Content	Sequence	Graphics/Text	Cooperation in group	Presentation
A Excellent (10-9)	Each of the 6 subjects are explained thoroughly on PP	Each of the subjects are explained in an organized manner	Text is large enough to read at a reasonable distance/ graphics on each slide	Group shares tasks and all performed responsibly all of the time.	Members spoke at a good rate/ volume/proper grammar. Maintained eye-contact while using, but not reading their notes.
B Above Average (8)	Each of the 6 subjects are explained	Most subjects are clear and organized	Text is large enough to read at a close distance/graphics on most slides	Group shares tasks and performed responsibly most of the time.	Members spoke faster or slower than necessary/ too quietly/ loudly. They used acceptable grammar. Maintained eye-contact, but relied too much on their notes.
C Average (7)	One subject is missing/all subjects explained vaguely	Some information if logically sequenced	Text is able to read up close/ graphics on some slides	Group shares tasks and performs responsibly some of the time.	Members spoke at decent rate and volume, used poor grammar. They relied heavily on their notes.
D Below Average (6)	Two subjects are missing/ 5 subjects explained vaguely	No clear plan of information	Text is barely readable/graphics on minimal amount of slides	Group often is not effective in sharing tasks and/or sharing responsibility.	They read nearly word for word from notes.

Hospitality Management

Stage 1 – Desired Results:

Power Standard 2: Identify the five areas in the hospitality industry and their effects on the economy.

Power Benchmark/Competency # 7:
Identify the impact of the activities on the community.

Estimated Timeline: 3 days + on going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	X
Math	Science	Reading	Social Responsibility	Communication
X		X	X	X

Understandings:

Students will understand that:

- The activities available in our community provide a boost to the economy.

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Describe various activities in the community that attract visitors and residents.
- Know the effect these activities have on the local economy.
 - Entertainment
 - Attractions
 - Economy

Essential Questions:

- What are some things to do in the Quad-Cities?
- When out of town visitors come where would you take them for recreation and entertainment?

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Identify various local events, when they are, where they are held, and who they target.
- Investigate resources for information on upcoming events.
 - Tourism bureau

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Create a pamphlet for entertainment and attractions for Davenport, IA

Key Criteria: (Rubric)

- 20-18 A
- 17-16 B
- 15 C
- 14-13 D

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Brochure Rubric

	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)
Organization of Information	Each section in the brochure has a clear beginning, middle, and end.	75% or more sections of the brochure have a clear beginning, middle, and end.	60% of the sections of the brochure have a clear beginning, middle, and end.	Less than half of the sections of the brochure have a clear beginning, middle, and end.
Content Accuracy	All facts in the brochure are accurate and match cited resources.	99-90% of the facts in the brochure are accurate.	89-90% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Grammar	No spelling errors and all sections of brochure are free of writing errors.	No more than 1 spelling and/or writing errors are present.	No more than 3 spelling and/or writing errors are present.	No more than 3 spelling and/or writing errors are present.
Graphics	Graphics match the topic and text in section where placed. Each section has no more than two graphics and there are at least a total of three graphics	Graphics go well with the text, but there are so many (more than two per section) that they distract from the text.	Graphics go well with the text, but there are too few (less than three graphics for entire brochure) and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

Hospitality Management

Stage 1 – Desired Results:

Power Standard 2: Identify the five areas in the hospitality industry and their effects on the economy.

Power Benchmark/Competency # 8:
Identify transportation areas related to the hospitality field.

Estimated Timeline: 1 week

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X		X
Math	Science	Reading	Social Responsibility	Communication
		X		X

Understandings:
Students will understand that:
➤ Transportation is an important part of the hospitality field.

Essential Questions:
➤ What are some modes of transportation?
➤ How do these relate to the hospitality field?

Students will be able to: (*i.e. know*)...(Include vocabulary)
➤ Know the various choices available in the area of transportation.
○ MegaLev
○ Amtrack
○ Airlines

Students will be able to: (*i.e. do*)...(Include vocabulary)
➤ List the advantages and disadvantages of the different modes of transportation.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)
➤ Create a schedule for using the Eurail to at least 6 cities in Europe for anywhere from 8-10 days

Key Criteria: (Rubric)
➤ **10** **A**
➤ **7-9** **B**
➤ **6 and below** **C/D**

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Eurail Map

Exceeds (10)	Meets (7-9)	Needs (6 and below)
Student successfully created a 6 + city route to meet destination within 8-10 days	Student created a 6 + city route to meet their destination within 8-10 days with 2 or less errors	Student created a 6 + city route to meet their destination with 3 or more errors

Hospitality Management

Stage 1 – Desired Results:

Power Standard 1: Recognize the importance of careers in the hospitality industry and the skills needed to be successful.

Power Benchmark/Competency # 9:
Recommend an effective marketing plan.

Estimated Timeline: 3 days + on going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
X		X		X

Understandings:

Students will understand that:

- An effective marketing plan is important for the success of a business.

Essential Questions:

- What attracts you to a particular establishment?
- What can a business do to peak your interest?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- A business plan is essential for a profitable business.
- The various parts of a marketing plan.
 - Market analysis
 - Operational plan
 - Financial plan

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Create a basic marketing plan.
- Investigate other business plans.
 - Customers
 - Entrepreneurs

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Develop a product and use the marketing mix to market product

Key Criteria: (Rubric)

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Hospitality Management

	A	B	C	D
Promotion	Clearly explains how promotion affects all other areas (price, people, etc.) of marketing.	Clearly explains how promotion affects three other areas of marketing.	Clearly explains how promotion affects two other areas of marketing.	Explains how promotion affects at least two other areas of marketing, but does not have a clear understanding.
Price	Knows the role of pricing and selects based upon clear identification of factors that affect pricing. Clearly explains how pricing affects all other areas	Somewhat knows the role of pricing and selects pricing based somewhat clear identification of factors that affect pricing. Clearly explains how pricing affects three other areas	Barely knows the role of pricing. Selects a price that is based on minimal identification of the factors that affect pricing. Clearly explains how the pricing affects two other areas	Selects a price, but does not consider the factors that affect pricing. Does not have a clear understanding.
Place	Knows the location of the target audience of the product created and creates marketing that considers the unique characteristics of the culture where the product will be marketed.	Somewhat knows the location of the target audience of the product created, but creates marketing that only considers three or four characteristics of the culture	Does not clearly have in mind the location of the target audience of the product created and creates marketing that generalizes or assumes the characteristics of the culture	Has not clearly considered the location of the target audience of the product created and/or created marketing that considers the characteristics of the culture
Product	Knows how to create a product that has demand based upon clear identification of factors that affect demand	Somewhat knows how to create a product that has demand based upon some identification of factors that affect demand.	Creates a product that is based on minimal identification of demand or misunderstands demand.	Somewhat of a product is created. Demand is not considered.

Hospitality Management

Stage 1 – Desired Results:

Power Standard 1: Recognize the importance of careers in the hospitality industry and the skills needed to be successful.

Power Benchmark/Competency # 10: Identify skills needed to work in the service areas of hospitality.

Estimated Timeline: 3 day + on going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
X		X	X	X

Understandings:
Students will understand that:

- Specific skills are needed to be successful in the service industry.

Essential Questions:

- As a customer, what are the qualities you look for in service personnel?
- What qualities would an employer look for in a good employee?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Recognize the skills that are important in the service area.
- Describe the relationship of retail businesses to the service industry.
 - People skills
 - Communication skills
 - Customer relations

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Demonstrate the correct procedure for handling a complaint.
- List skills for getting and keeping a job.
 - Customers complaints

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Mock interview

Key Criteria: (Rubric)

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Hospitality Management Mock Interview Rubric

SKILL	EXCELLENT	ACCEPTABLE	NEEDS IMPROVEMENT
First Impressions	<p>Professional Appearance: Appropriate business attire</p> <p>Greetings: Good eye contact, firm handshake, confident posture</p> <p>Conversation: enthusiastic and engaging</p>	<p>Professional Appearance: Looks neat, but not necessarily in business attire</p> <p>Greetings: Appropriate eye contact, handshake offered, posture OK</p> <p>Conversation: enthusiastic and engaging</p>	<p>Professional Appearance: Inappropriate or sloppy attire.</p> <p>Greetings: Poor eye contact or staring, handshake not offered or refused, poor professional posture</p> <p>Conversation: not energetic or overly nervous</p>
Preparation	Knowledge of job, organization and discipline obvious and remarkable in responses. No hesitation in answering questions.	Knowledge of job, organization and discipline appropriate in responses. Occasional hesitation.	Knowledge of job, organization and discipline lacking. Some questions may have been unanswered.
Confidence	Poise and confidence displayed in voice and body language. Excellent eye contact with no staring.	Confidence displayed in voice and body language. Minor opportunities for improvement. Appropriate eye contact.	Confidence lacking or too well developed. Significant distracting habits or body language. Eye contact avoided.
Speech	Well spoken, proper grammar. Volume appropriate for the audience. Speech at appropriate speed.	Proper grammar generally used. May say "um" or "and" a few times. May speak a little fast or slow.	Improper grammar or vulgar language used. Says "um" or "and" too many times. Speech volume too loud or quiet for the audience.
Work Ethic and Attitude	Excellent attitude. Willing to do whatever is necessary to get job done. Indicates flexibility in schedule and ways of working. Enthusiasm for the work and opportunity to learn expressed. Uses specific examples from experience to support statements.	Acceptable attitude. Shows willingness to go the extra mile. Generally shows enthusiasm for the work. Flexibility generally there, but limits may be detected. May not use specific examples demonstrating work ethics, though statements made.	Poor work attitude. More concerned with time off than time working. May express lack of flexibility, such as unwillingness to travel or work weekends. Has no examples of good work ethics to share.

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Professional Ethics	Highly developed. Quickly identifies ethical dilemmas. Offers multiple solutions that show sensitivity to the concerns of all stakeholders. Seeks solution that provides greatest benefit to all. Has no tolerance for breaking law or clearly established ethical standards.	Identifies ethical dilemmas. Offers one or more solutions that show sensitivity to the concerns of different stakeholders. Seeks solution that provides benefit to all. Has no tolerance for breaking law or clearly established ethical standards, though there may be some expressed uncertainty as to which standard may apply to a specific situation.	Shows little concern for professional ethics. It may appear that the candidate is attempting to say what the interviewer wants to hear. May take approach of a single perspective and disregard other stakeholder interests.
Skill Set Demonstration	Indicates possession of all or most skills required by the position. Uses specific examples and appears knowledgeable and appropriately experienced.	Indicates possession of some skills required by the position. Uses specific examples and appears knowledgeable and appropriately experienced. One or two technical errors may be made.	None of skills required by the position are indicated. Uses no specific examples and appears to lack knowledge. Frequently cites irrelevant or incorrect information. Erroneous information may often be given.
Candidate Integrity	Responses are all consistent. Concrete and specific examples used. Candidate provides verifiable information for claims.	Responses are generally consistent. Concrete and specific examples often used. Candidate provides verifiable information for some claims.	Responses are inconsistent or contradictory. No concrete or specific examples used. Candidate provides no verifiable information for claims, and claims may be exaggerated or even appear manufactured.
Closing	Candidate expresses clear interest in the position. Appropriate follow up questions asked. Sincerely thanks interviewer(s). Parting handshake offered.	Candidate expresses some interest in the position. No or unprepared follow up questions asked. Thanks interviewer(s) courteously. Parting handshake offered.	Candidate expresses little or no interest in the position. No or inappropriate questions asked. Interviewer(s) not thanked. No parting handshake.

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