

**CTE Standards Unpacking**  
**Hospitality and Lodging Management**

**Course:** Hospitality and Lodging Management

**Course Description:** The Hospitality & Lodging Management course provides students the opportunity to acquire marketable skills by examining the industry, exploring career opportunities and developing the interpersonal and technical skills in the hospitality and lodging industry.

**Career Cluster:** Hospitality and Tourism

**Prerequisites:** Recommended: Hospitality and Lodging Services

**Program of Study Application:** The Hospitality & Lodging Management Course is a second pathway course in the Hospitality, Tourism, and Recreation Cluster; Lodging Pathway

<b>INDICATOR #HLM 1: Students will investigate career opportunities within hospitality and lodging management.</b>		
<b>SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept):</b> Illustrate career progression and promotion procedures		
<b>SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept):</b> Compare and contrast management styles		
<b>Knowledge (Factual):</b> -Career ladders include entry-level, mid-level, advanced level  -Management styles include autocratic, democratic, bureaucratic, laissez-faire  SDMyLife - career progression information	<b>Understand (Conceptual):</b> -There are multiple pathways to career progression in the field of hospitality and lodging management.  -Management styles influence employees, workplace culture, and customer experience.	<b>Do (Application):</b> -Interview a professional in the field and chart his/her career progression.  -Share what was learned via interviews with classmates.  -Compare and contrast pathways to career success.  -Role play management styles  -Reflect on personal preferred management style

**Benchmarks:**  
*Students will be assessed on their ability to:*

- Summarize multiple ways to progress in hospitality and management careers.
- Interpret the role of management styles in hospitality and management careers.

***Academic Connections***

<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>
<p>ELA            -LITERACY.RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Mathematics            -HSS.IC.B.6 - Evaluate reports based on data.</p>	<p>ELA            -Using SDMyLife, research and write a short career report citing details and evidence gathered.</p> <p>Mathematics            -Students will view data related to job growth within the hospitality and lodging industry and evaluate the need for workers in the chosen career.</p>

<b>INDICATOR #HLM 2: Students will describe organizational structure of hospitality and lodging systems.</b>		
<b>SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept):</b> Summarize development and structure of hospitality and lodging businesses		
<b>SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking):</b> Analyze how quality of service is influenced by lodging operations		
<b>SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking):</b> Illustrate how organizational structure impacts customer service and satisfaction		
<b>SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept):</b> Compare and contrast independently-owned, chain-affiliated, franchised and corporate management structures		
<p><b>Knowledge (Factual):</b>            -Executive management (general manager, assistant managers)</p>	<p><b>Understand (Conceptual):</b>            -Customer experience is partly influenced by how a hotel is organized in terms of departmental activities and responsibilities.</p>	<p><b>Do (Application):</b>            -Compare and contrast different lodging structures.</p>

<p>-Functional groups include, but are not limited to, housekeeping, food and beverage, front desk and guest services.</p> <p>-Management structures includes independently-owned, chain-affiliated, franchise and corporate</p> <p>-Hotel organizational structure-a comprehensive plan by a hotel owner to define departmental activities and responsibilities</p>	<p>-The geographic area and customer demand help to determine the feasibility of particular lodging ownership models.</p>	<p>-Plan the organizational structure of a lodging facility.</p> <p>-Develop a graph of the different types of lodging business ownership in the local area.</p>
<p><b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Develop a logical argument for why a particular plan of organizational structure would have a positive impact on customer service and satisfaction.</li> <li>• Apply knowledge of different lodging ownership model to predict the type of ownership that would be most suited for an assigned geographic area.</li> </ul>		
<p><b><i>Academic Connections</i></b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>ELA -LITERACY.WHST.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>ELA -Research the organizational structure of multiple lodging businesses. Compare the structures and their impact on customer service and satisfaction.</p>	

<p><b>INDICATOR #HLM 3: Students will analyze skills necessary for effective employer/employee relations.</b></p>		
<p><b>SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept):</b> Describe effective communication skills in management</p>		
<p><b>SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking):</b> Analyze the barriers to effective communication and how to address them</p>		
<p><b>SUB-INDICATOR 3.3 (Webb Level: 2 Skill/Concept):</b> Summarize leadership and teamwork qualities necessary to organizational success</p>		
<p><b>Knowledge (Factual):</b></p> <ul style="list-style-type: none"> <li>-Upward, downward, and lateral communication</li> <li>-Communication skills - verbal and nonverbal, listening</li> <li>-Barriers to communication include, but are not limited to, physical barriers, language barriers, cultural barriers, failure to listen, lack of information, lack of necessary communication skills, incomplete communication)</li> <li>-Qualities of effective leadership</li> <li>Qualities of effective team interaction</li> </ul>	<p><b>Understand (Conceptual):</b></p> <ul style="list-style-type: none"> <li>-There are many barriers to effective communication in the workplace</li> <li>-One must use and practice effective communication skills to prevent workplace miscommunication.</li> <li>-Success of an organization is dependent on the effectiveness of leadership and teamwork.</li> </ul>	<p><b>Do (Application):</b></p> <ul style="list-style-type: none"> <li>-Categorize effective and non-effective management communication.</li> <li>-Identify the barriers to effective communication</li> <li>-Practice effective communication skills</li> <li>-Determine the cause and effect of the breakdown in effective communication in management</li> <li>Identify patterns of leadership and teamwork in successful organizations.</li> </ul>
<p><b>Benchmarks:</b>  <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Evaluate manager and employee communication patterns.</li> <li>• Predict organizational success based on observed teamwork and leadership roles.</li> </ul>		

<b>Academic Connections</b>	
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>ELA-LITERACY.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>ELA</p> <p>-Role-play effective management skills to address a difficult situation that would arise for a lodging manager. Discuss as a group the barriers that arose during the role-play and how to address them.</p>

<p><b>INDICATOR #HLM 4: Students will examine professional responsibilities of managers.</b></p>		
<p><b>SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept):</b> Summarize safety, security and emergency policies and procedures</p>		
<p><b>SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept):</b> Identify ethical and legal responsibilities that apply to various positions within the organization</p>		
<p><b>SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking):</b> Cite role of labor and employment laws in managerial decision-making</p>		
<p><b>Knowledge (Factual):</b></p> <ul style="list-style-type: none"> <li>-Safety and security policies (lighting, key control, OSHA, in-house security, security monitoring)</li> <li>-Emergency policies and procedure (evacuation plans, crowd control, response techniques, emergency equipment use)</li> <li>-Federal and state labor laws</li> </ul>	<p><b>Understand (Conceptual):</b></p> <ul style="list-style-type: none"> <li>-Lodging facilities are responsible for keeping guest safe and secure.</li> <li>-Managers and employees and bound by ethical and legal responsibilities.</li> <li>-There are laws in place to protect employees and employers.</li> </ul>	<p><b>Do (Application):</b></p> <ul style="list-style-type: none"> <li>-Collect and display evidence of how lodging facilities keep guests safe and secure.</li> <li>-Read and interpret articles about ethical and legal violations in lodging facilities.</li> <li>-Investigate labor and employment laws in different states.</li> </ul>

<p><b>Benchmarks:</b>  <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Create a safety, security, and emergency plan for a particular lodging facility.</li> <li>• Summarize the ethical and legal responsibilities of lodging facilities.</li> <li>• Assess the purpose of lodging facility labor and employment laws.</li> </ul>	
<p><b>Academic Connections</b></p>	
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>ELA            -LITERACY.RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>ELA            -Students will read an example emergency plan and summarize the preparedness of the lodging business. The summary must details quoted from the example emergency plan.</p>

<p><b>INDICATOR #HLM 5: Students will examine managerial responsibilities related to operational finances.</b></p>		
<p><b>SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking):</b> Research cost, pricing and market demands to promote profitability</p>		
<p><b>SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking):</b> Examine budgeting skills necessary in maintaining fiscal responsibility</p>		
<p><b>SUB-INDICATOR 5.3 (Webb Level: 3 Strategic Thinking):</b> Examine basic accounting procedures for lodging business practices</p>		
<p><b>Knowledge (Factual):</b>            -Revenues include , but are not limited to, occupancy of rooms, average daily rate of rooms, beverage and food sales, vending machine sales, conference room rentals             -Expenses - operational and occupancy             -Assets and liabilities</p>	<p><b>Understand (Conceptual):</b>            -Cost of lodging is one factor customers consider when choosing a place to stay.             -Lodging facilities’ managers create and implement promotions to attract customers.             -Maintaining detailed financial records is crucial to lodging business success.</p>	<p><b>Do (Application):</b>            -Cite evidence of how cost of lodging influences customer choice.             -Develop a promotion for a lodging facility that could be used to attract customers.             -Collect examples of fiscally responsible budgeting plans</p>

<p>-Financial statements (profit and loss statement balance sheet, statement of class flows)</p> <p>-Night audits</p>		<p>-Practice completing basic accounting forms/financial statements used in lodging businesses.</p>
<p><b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Assess the viability of a promotion plan to attract lodging customers.</li> <li>• Critique a lodging facility budget plan and adapt it to be more fiscally responsible.</li> <li>• Draw conclusions about the importance of following accounting procedures for lodging business practices.</li> </ul>		
<p><b>Academic Connections</b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>Mathematics -HSF.LE.A.1 - Write a function that describes a relationship between two quantities.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>Mathematics -Create a spreadsheet (on paper or digitally) that can perform basic budgeting calculations based on a series of inputs.</p>	

### Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- SDMyLife
- U.S. Department of Labor <https://www.dol.gov/>
- Occupational Safety and Health Administration Laws and Regulations <https://www.osha.gov/law-regs.html>
- American with Disabilities Act <https://www.ada.gov/>
- South Dakota Department of Labor <http://dlr.sd.gov/>
- FCCLA – Hospitality, Tourism and Recreation STAR Event, Illustrated Talk STAR Event, Career Investigation STAR Event
- SDSU Hospitality Management degree <https://www.sdstate.edu/consumer-sciences/hospitality-management>
- SDSU Events and Facilities minor <https://www.sdstate.edu/consumer-sciences/events-and-facilities-administration-minor>
- Transportation Security Administration (TSA) <https://www.tsa.gov/>



- Hotel Impossible Videos (see Youtube)