

**A Correlation of *Hospitality & Tourism Management*, Second Edition
to the**

Virginia

**Hospitality, Tourism, and Recreation I (8202)
Hospitality, Tourism, and Recreation II (8203)
Introduction to Hospitality, Tourism, and Recreation (8258/8259)**

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**Hospitality & Tourism Management, Second Edition
Correlations**

Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
Virginia Hospitality, Tourism, and Recreation I (8202)		
* An "EOC" after the chapter number indicates that the standard is covered in the End-of-Chapter questions or activities.		
Demonstrating Personal Qualities and Abilities		
Task Number 1 Demonstrate creativity and innovation.	Demonstration includes <ul style="list-style-type: none"> • discussing the importance of creativity and innovation in the workplace • brainstorming and contributing ideas, strategies, and solutions • developing and/or improving products, services, or processes • identifying and allocating available resources. 	SE: 4.2, 10.3, 10.7, CH10 EOC, 14.2
Task Number 2 Demonstrate critical thinking and problem solving.	Demonstration includes <ul style="list-style-type: none"> • recognizing and analyzing problems • evaluating potential solutions and resources • using a logical approach to make decisions and solve problems • implementing effective courses of action. 	SE: CH4 EOC, 6.3, 7.2, 8.1, CH8 EOC, 10.7, CH10 EOC, 11.1, CH11 EOC, CH12 EOC, 14.2, 14.4, 15.5, 16.1, CH17 EOC, 19.3, 20.4, 21.1, 23.1, 24.2
Task Number 3 Demonstrate initiative and self-direction.	Demonstration includes <ul style="list-style-type: none"> • recognizing the importance of proactive, independent decision making • identifying workplace needs • completing tasks with minimal direct supervision • applying solutions. 	SE: 2.4, CH3 EOC, 4.2, CH4 EOC, 12.5, 15.4, 21.1, 21.2, 21.3, CH21 EOC
Task Number 4 Demonstrate integrity.	Demonstration includes <ul style="list-style-type: none"> • defining integrity • recognizing the importance of having integrity in the workplace • complying with local, state, and federal laws • adhering to workplace policies and procedures • exhibiting honesty, fairness, and respect toward self, others, and property. 	SE: 2.4, 4.1, CH4 EOC, 6.3, 12.5, 19.3, 20.4
Task Number 5 Demonstrate work ethic.	Demonstration includes <ul style="list-style-type: none"> • defining work ethic • recognizing the importance of having a strong work ethic • demonstrating diligence (e.g., working with persistence to accomplish a task) • maintaining dependability (e.g., being reliable) • accounting for one's decisions and actions • accepting the consequences of decisions and actions. 	SE: 2.1, 2.4, 4.1, 4.2
Demonstrating Interpersonal Skills		

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Task Number 6 Demonstrate conflict-resolution skills.	Demonstration includes negotiating diplomatic solutions to interpersonal and workplace issues (e.g., due to personality, culture, work style, or performance).	SE: 3.2, 3.3, CH3 EOC, 4.2, 4.3, CH4 EOC, 21.1, CH21 EOC
Task Number 7 Demonstrate listening and speaking skills.	Demonstration includes <ul style="list-style-type: none"> • defining nonverbal cues • employing active listening techniques (e.g., asking clarifying questions, paraphrasing what was said) • exhibiting public speaking skills (e.g., making presentations) • articulating ideas in a manner appropriate to the setting and audience (e.g., considering the chosen communication method and audience’s level of knowledge). 	SE: 2.4, 4.2, 4.3, CH4 EOC, 5.4, CH6 EOC, 14.4, 18.2, 19.3, 21.1, 23.1
Task Number 8 Demonstrate respect for diversity.	Demonstration includes <ul style="list-style-type: none"> • defining diversity and discussing its importance • identifying individual differences (e.g., age, gender, ethnicity, culture, race, viewpoints, socioeconomic status, and ability) • showing respect for and valuing individual differences in the workplace • being self-aware and mindful of one’s own bias • collaborating with people of diverse backgrounds, viewpoints, and experiences. 	SE: CH2.4, 4.4, CH4 EOC, 20.4, 21.2
Task Number 9 Demonstrate customer service skills.	Demonstration includes <ul style="list-style-type: none"> • defining customer service (e.g., internal customer service; external customer service) • identifying the benefits of providing helpful, courteous, and knowledgeable customer service • prioritizing customer service (both within an organization and to external customers and stakeholders) • anticipating needs of customers and coworkers • demonstrating how to provide helpful, courteous, and knowledgeable service to address customer and/or coworker needs. 	SE: 2.1, 2.3, CH2 EOC, 3.2, 3.3, 4.2, CH4 EOC, CH6 EOC
Task Number 10 Collaborate with team members.	Collaboration should include <ul style="list-style-type: none"> • defining collaboration and teamwork • discussing the benefits of teamwork • establishing expectations, roles, and goals • contributing to the success of the team by sharing responsibility • respecting the thoughts, opinions, and contributions of other team members. 	SE: 1.3, 4.1, 4.2, 4.4, 7.2, 20.4
Demonstrating Professional Competencies		

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Task Number 11 Demonstrate big-picture thinking.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • defining big-picture thinking as an understanding of one's role in fulfilling the mission of the workplace and a consideration of the social, economic, and environmental effects of one's actions • identifying the organization's structure, culture, policies, and procedures, as well as its role and position within the community, industry, and economy. 	SE: 1.3, 2.4, 3.1, 13.1, 17.5
Task Number 12 Demonstrate career- and life-management skills.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • recognizing the importance of education and career planning (e.g., minimum job qualifications, advancement and professional-development opportunities) • identifying available benefits and professional resources (e.g., labor unions, professional organizations, employee-assistance programs, insurance and retirement benefits) • managing personal growth and wellness (e.g., stress management, self-care, financial planning) • setting goals (e.g., specific, measurable, attainable, realistic, time-bound [SMART] goals). 	SE: 2.1, 2.2, 2.3, 2.4, CH2 EOC, 4.2, 21.3, 21.4, CH21 EOC
Task Number 13 Demonstrate continuous learning and adaptability.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • describing the importance of continuous learning • identifying resources for continuous learning (e.g., publications, trade organizations, professional networking, workshops/classes) • modifying work performance based on feedback (i.e., being coachable) • acquiring industry-related professional skills and knowledge (e.g., credentials/certifications) • adapting to changing job requirements. 	SE: 2.1, 2.2, 2.4, CH2 EOC, 4.2, CH6 EOC
Task Number 14 Manage time and resources.	<p>Management should include</p> <ul style="list-style-type: none"> • defining efficiency and productivity as they relate to time and resource management • developing a plan of work • differentiating between high- and low-priority tasks • adapting work goals based on time and resources • considering resources • human (personnel)—capitalizing on strengths; respecting professional goals • capital—maintaining equipment to ensure longevity and efficiency • natural—using responsible and sustainable practices. 	SE: 1.3, 2.1, 4.2, 6.3, 6.5, 7.2, 7.5, 8.4, 12.5, CH12 EOC, 14.2, 21.1, 21.2, 21.3, CH21 EOC
Task Number 15 Demonstrate information-literacy skills.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • defining information literacy • locating and evaluating credible and relevant sources of information • using information effectively to accomplish work-related tasks. 	SE: 2.4, 11.1, CH11 EOC, CH13 EOC, 14.4, CH18 EOC, CH20 EOC, 21.1, CH22 EOC, CH23 EOC, 24.2

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Task Number 16 Demonstrate an understanding of information security.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • identifying various information types/formats (e.g., paper, electronic) • describing cybersecurity (e.g., risks, threats, vulnerabilities) • using technology ethically (e.g., appropriately using social networks, managing personal information) • abiding by workplace policies (e.g., acceptable use policy [AUP]) • protecting confidentiality (e.g., protecting login information and customer information) • following workplace security procedures. 	SE: 3.2, 4.2, 8.1, 9.4, CH9 EOC, 18.2
Task Number 17 Maintain working knowledge of current information technology (IT) systems.	<p>Maintaining working knowledge of current IT systems may include, but is not limited to</p> <ul style="list-style-type: none"> • hardware and devices (e.g., peripherals) • software and applications • cloud-based services • file-sharing techniques • emerging technologies • troubleshooting protocols and techniques. 	SE: 1.2, 1.5, CH1 EOC, 3.2, CH3 EOC, 4.2, 5.1, CH5 EOC, 6.2, 8.3, 9.4, CH9 EOC, 11.1, 13.1, CH13 EOC, CH14 EOC, CH20 EOC, CH23 EOC
Task Number 18 Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.	<p>Demonstration includes selecting and using technology, tools, and machines to accomplish work.</p>	SE: 4.2, CH4 EOC, CH23 EOC
Task Number 19 Apply mathematical skills to job-specific tasks.	<p>Application could include</p> <ul style="list-style-type: none"> • performing calculations (e.g., percentages, fractions, addition, subtraction, averages, measurement, conversions, monetary transactions) • applying mathematical processes to accomplish job-specific tasks (e.g., estimating required supplies, completing expense reports) • managing personal finance (e.g., understanding wage rates, paycheck deductions, taxes, sales receipts). 	SE: 3.2, 4.2, 6.2, CH6 EOC, 7.3, CH7 EOC, 7.4, 11.1, 11.2, 11.3, 11.4, CH11 EOC, 15.5, CH15 EOC, 16.1, CH16 EOC, CH18 EOC, CH22 EOC, 23.1
Task Number 20 Demonstrate professionalism.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • defining professionalism • practicing punctuality and attendance • adhering to work-schedule expectations • exercising etiquette (e.g., language, manners, and behaviors suitable for the workplace and online; appropriate verbal and nonverbal communication) • exhibiting professional self-representation (e.g., using a firm handshake, introducing oneself, making eye contact) • maintaining professional appearance (e.g., maintaining personal hygiene, adhering to a dress code). 	SE: 2.4, 3.4, 4.1, 4.2, 4.3, 4.4, CH4 EOC, 6.3, CH6 EOC, 15.4, 21.1

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Task Number 21 Demonstrate reading and writing skills.	Demonstration includes <ul style="list-style-type: none"> • reading and interpreting workplace documents • effectively writing workplace documents, considering <ul style="list-style-type: none"> • ability to convey messages with clarity • professional tone, appropriate to audience • grammar • forms and conventions (e.g., formatting documents, using an email signature). 	SE: CH2 EOC, CH3 EOC, 4.2, 4.3, CH4 EOC, 10.7, CH15 EOC, CH16 EOC
Task Number 22 Demonstrate workplace safety.	Demonstration includes, but is not limited to <ul style="list-style-type: none"> • adhering to Occupational Safety and Health Administration (OSHA) standards and instructor and manufacturer guidelines • interpreting safety data sheets (SDS) • identifying and using personal protective equipment (PPE) • maintaining universal precautions (e.g., to protect against bloodborne pathogens) • identifying risks and hazards in the workplace • following emergency protocols (e.g., evacuation routes). 	SE: 7.2, 7.3, 8.2, 8.3, 9.1, 9.2, 9.3, 9.4, 9.5, 15.2
Examining All Aspects of an Industry		
Task Number 23 Examine aspects of planning within an industry/organization.	Examination should include <ul style="list-style-type: none"> • development of vision and mission statements • setting of performance goals and objectives • review of previous performance (e.g., productivity, profit) • evaluation of current assets • formulation of strategic and operational plans • use of planning tools (e.g., market research, budget analysis, decision-making models, competitive analyses) • determination of human, natural, technology, and capital resource needs • forecasting of trends • anticipation of changes in the business climate (e.g., economic factors, laws, regulations, taxes) • anticipation of and compensation for organizational and industry risk. 	SE: CH5 EOC, 6.3, 8.2, 11.1, 11.2, 11.3, 21.4, 21.5, CH21 EOC, 22.3, 23.1, 23.2, 23.4
Task Number 24 Examine aspects of management within an industry/organization.	Examination should include <ul style="list-style-type: none"> • impact of the organization's structure and culture on operations • process for accomplishing goals, using available human, natural, technology, and capital resources • ways of ensuring open communication channels • ways of enabling workers to fulfill their responsibilities • evaluation of workers' performance • provision of training and job-growth opportunities to workers • assurance of worker equity, access, and safety 	SE: 2.1, 4.2, 4.3, 4.4, 21.1, 21.2, 21.3, 21.4, 21.5, 21.6, CH21 EOC

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	<ul style="list-style-type: none"> • resolution of conflicts • performance of employment functions (e.g., recruiting, hiring, retaining, discharging). 	
Task Number 25 Examine aspects of financial responsibility within an industry/organization.	<p>Examination should include</p> <ul style="list-style-type: none"> • accounting processes • financial decision-making processes, including budget development • methods of acquiring capital • management of financial operations, including payroll, transactions, records, and reports. 	SE: 24.1, 24.2, 24.3, CH24 EOC
Task Number 26 Examine technical and production skills required of workers within an industry/organization.	<p>Examination should include</p> <ul style="list-style-type: none"> • industry-related technical skills (e.g., communication, mathematics, science, technology, time-management, and creative-thinking skills) • industry-related production skills (specific skills used for production of goods or services) • industry-related interpersonal and team-player skills. 	SE: 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, CH4 EOC
Task Number 27 Examine principles of technology that underlie an industry/organization.	<p>Examination should include</p> <ul style="list-style-type: none"> • technological systems used in the industry • mathematical, scientific, social, ethical, and economic principles underlying the technological systems • impact of energy systems, fuel sources, and other technological systems on the production of goods and services • use of emerging and alternative energy resources in the production of goods and services • generation and distribution of energy to industries/organizations for use in creating goods and services. 	SE: 1.2, 1.5, CH1 EOC, 3.2, CH3 EOC, 4.2, 5.1, CH5 EOC, 6.2, 8.3, 9.4, CH9 EOC, 11.1, 13.1, CH13 EOC, CH14 EOC, CH20 EOC, CH23 EOC
Task Number 28 Examine labor issues related to an industry/organization.	<p>Examination should include</p> <ul style="list-style-type: none"> • workers' rights and responsibilities (e.g., wages, benefits, working conditions) • role of employment contracts and agreements • role of certification, licensure, and other requirements for specific jobs/occupations • role of labor organizations and other worker advocacy groups (e.g., professional/trade associations). 	SE: 2.2, 4.1, 7.3, 8.1, 10.3, 11.1
Task Number 29 Examine community issues related to an industry/organization.	<p>Examination should include</p> <ul style="list-style-type: none"> • impact of the organization on the community (e.g., provision of jobs, tax revenue, and goods/services; involvement in community programs/activities; environmental impact) • impact of the community on the organization (e.g., employee base; local taxes and regulations; local government services such as roads, schools, utilities; other local services). 	SE: 1.3, 1.4, CH1 EOC, 13.1, 17.1, 17.2, 17.4, 17.5, CH17 EOC

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Task Number 30 Examine health, safety, and environmental issues related to an industry/organization.	Examination should include <ul style="list-style-type: none"> • responsibility for workers’ health and safety • laws/regulations and practices affecting workers’ health and safety • health and safety hazards • health and safety programs • responsibility for the environment • laws/regulations and practices affecting the impact on the environment • sustainability initiatives. 	SE: 8.2, 8.3, 8.4, 8.5, CH8 EOC, 9.1, 9.2, 9.3, 9.4, 9.5, CH9 EOC, 12.1, 12.2, 12.3, 12.4, 12.5, CH12 EOC, 13.1, 13.2, 13.3, 13.4, 13.5, CH13 EOC, 18.2, CH18 EOC, CH19.5, CH19 EOC, 20.6
Addressing Elements of Student Life		
Task Number 31 Identify the purposes and goals of the student organization.	Identification of the purposes of the student organization should include <ul style="list-style-type: none"> • providing opportunities for personal development and preparation for adult life • providing opportunities for making decisions and assuming responsibilities • encouraging democracy through cooperative action • preparing for multiple, nontraditional roles in society • promoting greater understanding between youth and adults. 	SE: 2.2
	Identification of the goals of the student organization should include <ul style="list-style-type: none"> • promoting personal growth and leadership development • helping students develop life skills in the areas of character development and ethical behavior, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. 	SE: 2.2
Task Number 32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.	Explanation of benefits should include <ul style="list-style-type: none"> • development of leadership and other life skills, including planning, goal setting, problem solving, decision making, and interpersonal communication • opportunities for school and community service • development of interpersonal relationships • opportunities for experiential learning • opportunities to compete in student events on local, state, and national levels • access to professional information and opportunities • opportunities for career development. 	SE: 2.2
	Explanation of responsibilities should include <ul style="list-style-type: none"> • contributory participation in the student organization as a student and in professional/civic organization activities as an adult • display of appropriate conduct in all activities 	

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	and events related to the student organization and professional/civic organizations.	
Task Number 33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.	Demonstration should include contributory participation in activities such as meetings, fundraising projects, school and community-service projects, and competitive events.	
Task Number 34 Identify Internet safety issues and procedures for complying with acceptable use standards.	Identification should include the following <ul style="list-style-type: none"> • The school division's acceptable use policy • Laws and guidelines governing Internet usage, including those about copyright and file sharing • Techniques that illegitimate parties use to solicit personal information • Techniques that help protect a computer user against cyber predators • Software applications and user techniques that help protect against security attacks • Review the Virginia Department of Education guidelines for instructional programs related to Internet safety. 	SE: 4.1, CH2 EOC
Exploring Work-Based Learning		
Task Number 35 Identify the types of work-based learning (WBL) opportunities.	Identification includes <ul style="list-style-type: none"> • job shadowing • mentorship • externship • school-based enterprise • entrepreneurship • internship • service learning • clinical experience • cooperative education • Youth Registered Apprenticeship • registered apprenticeship. 	SE: 2.2
Task Number 36 Reflect on lessons learned during the WBL experience.	Reflection includes <ul style="list-style-type: none"> • workplace procedures • application of course competencies to WBL experience • new knowledge gained through the WBL experience. 	
Task Number 37 Explore career opportunities related to the WBL experience.	Exploration includes <ul style="list-style-type: none"> • listing possible careers related to this course • describing each career • determining the education and experience required • exploring job opportunities, salaries, and benefits. 	

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Task Number 38 Participate in a WBL experience, when appropriate.	Participation includes <ul style="list-style-type: none"> • an emphasis on the relationship between course competencies and the WBL experience. • adherence to workplace expectations during the WBL experience • completion of the WBL experience. 	
Balancing Work and Family		
Task Number 39 Analyze the meaning of work and the meaning of family.	Analysis should include <ul style="list-style-type: none"> • evaluating work systems and family systems (structures) • assessing characteristics of strong work and family organizations • examining the evolution of the workforce • identifying the rewards of work within and outside the family • describing the roles and responsibilities of employees and family members • determining the effects of interdependence on each member of the family • evaluating ways in which the evolution of the family life cycle affects choices and decisions • examining personal and family values. 	
Task Number 40 Compare how families affect work life and how work life affects families.	Comparison should include the financial, social, intellectual, emotional, and ethical complexities involved in work and family roles.	
Task Number 41 Identify management strategies for balancing work and family roles.	Identification should include <ul style="list-style-type: none"> • time management • prioritization of family and work responsibilities • ways to handle stress • health and safety problems • conflict resolution • family and work values • stages of the family and career life cycle. 	SE: 21.3
Examining the Hospitality Industry		
Task Number 42 Describe the evolution of the hospitality industry.	Description should compare customer expectations and management styles of types of lodging such as <ul style="list-style-type: none"> • medieval public houses • American inns and hotels of the 18th and 19th centuries • modern facilities. 	SE: 1.2
Task Number 43 Describe the concept of hospitality.	Description should include <ul style="list-style-type: none"> • definition of hospitality • purpose of hospitality • size and economic impact of the industry • diversity and complexity in the industry. 	SE: 1.1, 1.3, CH1 EOC

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Task Number 44 Describe the atmosphere of hospitality.	Description should include the attitudes and values required of hospitality professionals to create an atmosphere that is appropriate for all guests.	SE: 1.1, 2.1, 3.2, 4.1, CH4 EOC
Task Number 45 Identify the segments of the hospitality industry.	Identification should include various types of lodging operations, such as <ul style="list-style-type: none"> • food and beverage • travel • lodging • tourism • recreation. 	SE: 1.4, CH1 EOC
Task Number 46 Describe technology skills needed for employment in the hospitality industry.	Description should include <ul style="list-style-type: none"> • proficiency in mathematical and scientific skills related to new technologies • upgrading of job skills • participating in industry certification programs • cross-training to add value to the organization • understanding and adhering to ethical standards related to technology • training in software used in hotels (e.g., property management software, meeting management software, revenue management software). 	SE: 1.5, 2.1, 2.2, CH2 EOC, 6.2, 6.3, 6.4, 6.5, CH6 EOC, 9.4
Task Number 47 Identify trends in the hospitality industry.	Identification should include trends such as <ul style="list-style-type: none"> • changes in the area (e.g., economic and technological) • fluctuations (e.g., population) • growth of new businesses • marketing techniques • advertising. 	SE: 2.2, 13.1, 18.2, CH19 EOC, 20.2, 23.4, 23.1, 23.6
Task Number 48 Research the effects of the hospitality industry on local, state, national, and global economies.	Research should include <ul style="list-style-type: none"> • economic effects (e.g., profits and tax base) • growth (e.g., housing, education, shipping, and businesses) • employment • quality of life. 	SE: 1.3, 18.1, 18.2, 19.4, 20.1, 20.3, 20.6, CH20 EOC
Task Number 49 Describe external events that affect the industry.	Description should include <ul style="list-style-type: none"> • regional events • economic context • government and corporate regulations • international relations and terrorism • natural disasters and weather. 	SE: 1.2, CH1 EOC, 3.4, 4.4, 8.1, 8.2, CH8 EOC, 13.1, CH13 EOC, 18.1, 18.2, 21.6
Task Number 50 Describe the role of sourcing and purchasing products pertaining to each segment of the hospitality industry.	Description should include <ul style="list-style-type: none"> • review of the different hospitality industry segments • government regulations affecting purchasing • sourcing, sustainability, price, and product availability decisions. 	SE: 6.3, 6.6, 8.2, 11.1, 11.2, 11.3, 11.4, 14.1, 15.3, 19.4, 24.1, 24.2, 24.3, CH24 EOC

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Task Number 51 Describe the functional role of a management structure.	Description should include <ul style="list-style-type: none"> • planning • organizing • staffing • leading • controlling. 	SE: 2.3, 21.1, 21.2, 21.3, 21.4, 21.5, 21.6, CH21 EOC
Task Number 52 Analyze the financial viability of a hospitality property.	Analysis should include <ul style="list-style-type: none"> • financial statements • income statement (e.g., profit or loss) • cash flow statement • profitability ratios • operating ratios (i.e., profit and loss). 	SE: 24.1, 24.2, 24.3, CH24 EOC
Task Number 53 Describe the responsibilities of the personnel or human resources division.	Description should include <ul style="list-style-type: none"> • posting opportunities for employment • accepting applications for employment • screening job applicants • investigating references • scheduling interviews • conducting employee orientation, training, and safety training • assessing employees, including engagement and retention • investigating claims. 	SE: 2.3, 21.3, 21.4, 21.5, 21.6, CH21 EOC
Exploring Health, Safety, and Environmental Awareness		
Task Number 54 Identify methods that promote sanitation in all areas of the hospitality industry.	Identification should be based on local and state health regulations and include <ul style="list-style-type: none"> • adhering to basic cleanliness principles (e.g., wearing appropriate clothing, maintaining personal hygiene) • preventing the spread of infectious diseases (e.g., procedures for sanitizing work surfaces and equipment, use of chemicals, sanitizers, and cleaning agents, etc.) • using, storing, and maintaining tools, equipment, and supplies • training on recognition of pest infestation. 	SE: 7.2, 11.2, 12.1, 12.2, 12.3, 12.5, CH12 EOC, 18.2
Task Number 55 Describe the vital role of the housekeeping division in a lodging operation.	Description should include the following: <ul style="list-style-type: none"> • Cleanliness plays a critical role in customer satisfaction and loyalty. • Housekeeping staff may and should be encouraged to communicate directly with guests to build customer satisfaction. 	SE: 7.1, 7.2, 7.3, 7.4, 7.5
Task Number 56 Describe possible hazards to the health and safety of employees and guests.	Description should include a review of management's responsibilities, including <ul style="list-style-type: none"> • establishing and enforcing safety rules, policies, and procedures • providing safety and emergency information in employee training and continuing education 	SE: 2.3, 6.3, 8.2, 8.3, 8.5, CH8 EOC, 9.3, 9.4, 9.5, CH9 EOC, 12.4, 12.5, 21.3

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	<p>programs</p> <ul style="list-style-type: none"> • providing fire extinguishers and first-aid kits • storing chemicals in accordance with information on safety data sheets (SDSs) • immediately correcting safety violations recorded by safety committees or safety enforcement agencies. 	
	<p>Employees' responsibilities include recognizing and hazards, including</p> <ul style="list-style-type: none"> • broken equipment, lights, locks, electrical outlet covers, and glass • leaks • worn-out electrical cords • slippery conditions • damaged floors, furniture, walls, handrails, doors, and windows • items or conditions that could cause a person to stumble • missing or damaged fire extinguishers • chemicals improperly stored or used • other (e.g., pest infestation, mold) 	SE: 7.2, 8.2, 8.3, 9.4, 12.4
Task Number 57 Identify government regulations pertaining to health, safety, and sanitation practices in the hospitality industry.	<p>Identification should include the following regulatory offices, codes, or laws:</p> <ul style="list-style-type: none"> • Occupational Safety and Health Administration (OSHA) • Virginia Department of Health (VDH) • U.S. Department of Health and Human Services (HHS) • U.S. Food and Drug Administration (FDA) • Fire code • Building code (state and local) • U.S. Environmental Protection Agency (EPA) • The Fair Labor Standards Act (FLSA) and the U.S. Department of Labor • Workers' Compensation • Virginia Department of Social Services (e.g., human trafficking) (VDSS) • U.S. Equal Employment Opportunity Commission (EEOC) 	SE: 4.4, 8.2, 12.1, 12.3, 12.4, 13.1, 15.2, 21.6
Task Number 58 List emergency situations that affect the hospitality industry.	<p>List should include the emergency plans and procedures for each situation (e.g., fire, weather events or natural disasters, medical emergency, police emergencies, war, terrorism)</p>	SE: 7.2, 8.2, 8.3, 8.5, CH8 EOC, 9.3, 9.4, 9.5, CH9 EOC, 12.4, 14.4
Task Number 59 Plan strategies to promote customer and employee safety.	<p>Plan should include</p> <ul style="list-style-type: none"> • room safety (e.g., privacy/surveillance, locks, safe deposit boxes) • food safety (e.g., preparation and sanitation) • equipment safety (e.g., recreation and pool areas) • guest safety (e.g., park attraction). 	SE: 2.3, 6.3, 8.2, 8.3, 8.5, CH8 EOC, 9.3, 9.4, 9.5, CH9 EOC, 12.4, 12.5, 21.3

Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
Task Number 60 Identify sustainability issues in the hospitality industry.	Identification should include adopting and adhering to established programs in the areas of <ul style="list-style-type: none"> • water conservation • energy (utilities) conservation • materials conservation • chemical conservation (e.g., use of cleaning products) • waste disposal and recycling. 	SE: 1.3, 7.5, 8.4, 13.1, 13.2, CH13 EOC, 17.1, 17.2, 18.2, 20.6, 21.5, CH21 EOC
Task Number 61 Describe the importance of professionalism.	Description could include <ul style="list-style-type: none"> • dress code • policies on body art and piercings • personal hygiene and grooming • on-the-job hygiene (e.g., hand washing) • cultural awareness • legal restrictions and policies • etiquette. 	SE: 4.1, 4.2, 4.3, CH4 EOC, 7.3, 12.1, 12.2, 12.3, CH12 EOC, 15.4
Task Number 62 Identify the consequences of noncompliance with health and safety practices.	Identification should include <ul style="list-style-type: none"> • employment termination • forced shutdown • customer and employee sickness, injury, and death • judicial action • loss of business • damaged reputation • repercussions felt (negative) • environmental • social • corporate, including shareholder/investor perception. 	SE: 12.4, 12.5, 18.2
Defining Marketing and Sales Strategies		
Task Number 63 Describe the concept of service as a product.	Description should include that service is <ul style="list-style-type: none"> • a thing produced by labor • the totality of goods or services that an organization makes available to consumers • the chief product. 	SE: 1.1
Task Number 64 Identify the influence of social media on sales.	Identification should include <ul style="list-style-type: none"> • feedback from customers (e.g., reviews) • effects on personnel • examples of sites (e.g., TripAdvisor, Yelp, Facebook, Twitter, and Instagram) • advertising on sites • addressing immediate negative feedback • ethical use of social media. 	SE: 3.2, 3.4, 4.2, 5.2, CH5 EOC, 6.2, 14.4, 15.5, 23.1, 23.2
Task Number 65 Identify the elements of sales and marketing.	Identification should include <ul style="list-style-type: none"> • marketing strategy—a process that can allow an organization to allocate resources toward the greatest opportunities to increase sales and achieve a sustainable competitive advantage • law of supply and demand—the market price of a good is the intersection of consumer demand 	SE: 23.1, 23.2, 23.3, 23.4, 23.5, 23.6, CH23 EOC

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Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
	and producer supply <ul style="list-style-type: none"> • market planning—a research-based process that provides recommendations about products, prices, market locations, and promotions • target marketing—a plan to sell goods and services to a specific audience or demographic, based on age, gender, geography, and/or socioeconomic grouping • technology—tools available to market. 	
Task Number 66 Describe the effect of sales on other departments within a hospitality enterprise.	Description should include <ul style="list-style-type: none"> • identifying or defining a plan to sell goods and services of specific properties • analyzing how all departments (e.g., front desk, food and beverages, room service, housekeeping, security, and support services) will be affected. 	SE: 23.2, 23.5, 23.6
Task Number 67 Describe the relationship between sales and marketing departments.	Description should include the following: <ul style="list-style-type: none"> • Marketing defines and evaluates a successful hospitality marketing plan. • Marketing creates the message. • Sales produces and presents a hospitality sales plan. • Sales presents/communicates the message. 	SE: 23.1, 23.4
Task Number 68 List the functions of the sales and marketing department(s).	List should include identifying <ul style="list-style-type: none"> • customers' wants and needs • products that meet those wants and needs • product education and customer access • tactics to bring customers to a purchase decision • professional representation of the product, service, or brand • selling point/value proposition point • target market/demographic. 	SE: 23.1, 23.2, 23.3, 23.4, 23.5, 23.6, CH23 EOC
Task Number 69 Identify potential market segments within the hospitality industry.	Identification should include determining <ul style="list-style-type: none"> • product • price • promotion • placement. 	SE: 23.3, 23.4
Fulfilling Responsibilities of the Back of the House in the Food and Beverage Industry		
Task Number 70 Identify the food and beverage industry vendors.	Identification should include services from the establishments such as <ul style="list-style-type: none"> • restaurant, cafeteria, grill, cafe, delicatessen • bar, brewpub, tavern, nightclub • events venue, theater, commissary, catering kitchen • doughnut shop, lunch counter, sandwich shop, soda fountain, coffee shop • catering truck • temporary food service stand or pop-up • vending machine • food truck/trailer. 	SE: 10.1, 10.4, 10.5, 10.6, CH10 EOC, 11.1, 11.2

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Task Number 71 Identify duties of back-of-the-house personnel.	Identification should include duties of different personnel, including <ul style="list-style-type: none"> • manager • executive chef • sous chef • station chef • cook • dishwasher • steward • expeditor • receiving clerk. 	SE: 10.2, 10.3, CH10 EOC
Task Number 72 Identify national nutritional guidelines.	Identification should include <ul style="list-style-type: none"> • United States Department of Agriculture (USDA) • HHS • MyPlate 	SE: 13.1, 13.2
Task Number 73 Identify commercial kitchen equipment and culinary utensils.	Identification should include <ul style="list-style-type: none"> • knives and culinary utensils • pots and pans • baking equipment • measuring equipment • thermometers • appliances • large equipment. 	SE: 10.2, 13.1, 13.3
Task Number 74 Write an order ticket as a member of a waitstaff.	Written ticket should include <ul style="list-style-type: none"> • an itemization with prices • subtotal • tax • grand total (divided for separate checks, if necessary) • an estimate of gratuity, based on standard expectations. 	
Task Number 75 Set a table.	Setting a table should be according to the type of service offered and should include the designated positions for <ul style="list-style-type: none"> • plates • flatware • glassware • napkins • condiments • centerpiece/decoration • chairs. 	SE: 10.6
Task Number 76 Plan a meal.	Plan should include <ul style="list-style-type: none"> • nutritional concerns • preparation time • budget limitations • available equipment • list of goods to purchase • number of people to be served • portion size per person • presentation • event or purpose of the meal 	SE: CH10 EOC

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	<ul style="list-style-type: none"> • identification of the diners (may influence choices). 	
<p>Task Number 77 Apply principles of nutrition to menu development.</p>	<p>Application should include</p> <ul style="list-style-type: none"> • providing healthy and balanced menus based on MyPlate's Dietary Guidelines for Americans • providing alternatives for various dietary restrictions • basing decisions on the target market and time of day when food will be served • labeling menu items (dietary needs, allergens, etc.). 	<p>SE: 10.7, CH10 EOC</p>
<p>Task Number 78 Identify various types of restaurant menus.</p>	<p>Identification should include</p> <ul style="list-style-type: none"> • fixed menus • cyclical menus • limited menus • table d'hôte and prix fixe menus • farm-to-table. 	<p>SE: 10.7</p>
<p>Task Number 79 Describe basic food preparation methods and innovative techniques.</p>	<p>Description should include</p> <ul style="list-style-type: none"> • dry-heat cooking methods • moist-heat cooking methods • preparation methods for uncooked foods (e.g., sushi, sandwich, salads, and raw foods) • molecular gastronomy. 	
<p>Task Number 80 Demonstrate food presentation techniques.</p>	<p>Demonstration should include</p> <ul style="list-style-type: none"> • preparation • cooking techniques • presentation • professionalism. 	
<p>Task Number 81 Inventory food and supplies.</p>	<p>Inventory should include</p> <ul style="list-style-type: none"> • following first-in, first-out (FIFO) inventory and tracking method • making items available to employees through issuing or requisitioning • establishing inventory methods (e.g., tracking stocked amounts) to control costs, prevent waste, prevent inadequate stock rotation, and deter theft. 	<p>SE: 11.1, 11.2</p>
<p>Task Number 82 Describe the receiving and storage process.</p>	<p>Description should include</p> <ul style="list-style-type: none"> • counting or weighing items when received • comparing amounts and quality of items received with invoice and recording the differences, if any • checking temperature of goods requiring refrigeration • checking for damage/freshness • handling food and beverage supplies according to the standards set by the facility and government agencies • placing items in appropriate storage areas, 	<p>SE: 11.2</p>

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	addressing refrigerated/frozen items first <ul style="list-style-type: none"> • protecting items and utensils from dust, insects, rodents, toxic materials, and unclean equipment • establishing storeroom control (i.e., controlling stock and its use) to control costs, prevent waste, prevent inadequate stock rotation, and deter theft. 	
Fulfilling Responsibilities of the Front of the House in the Food and Beverage Industry		
Task Number 83 Identify the duties of front-of-the-house personnel.	Identification should include the duties of personnel, including <ul style="list-style-type: none"> • maître d'hôtel or manager • beverage or bar manager • host/waitstaff • bus person. 	SE: 10.2
Task Number 84 Set up dining area.	Setup should be performed according to the type of service offered in the specific area, including <ul style="list-style-type: none"> • cafeteria service • counter service • seated service • self-service. 	
Task Number 85 Describe how menu items are prepared.	Description should include <ul style="list-style-type: none"> • demonstrating a thorough knowledge of menu items • identifying the ingredients, preparation techniques, and prices of all menu items • making suggestions from the menu, including highlighting, using open-ended questions, and upselling • identifying allergens or other restrictions. 	
Task Number 86 Serve foods and beverages.	Service should include <ul style="list-style-type: none"> • setting up • delivering foods and beverages • bussing • performing side work 	
Task Number 87 Manage payment options.	Management could include options such as <ul style="list-style-type: none"> • credit card • cash • check • mobile pay • gift certificate. 	
Fulfilling Responsibilities of the Recreation, Leisure, and Themed Services Industries		
Task Number 88 Identify geography, climate, locations, and time zones of specific regions and countries and their cultural expectations.	Identification should include <ul style="list-style-type: none"> • using domestic and international travel destinations • describing the cultural customs of popular travel destinations. 	SE: 17.1, 17.2, 17.3, CH17 EOC, 18.1, 21.1

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<p>Task Number 89 Determine the responsibilities of recreation, leisure, and themed services employees.</p>	<p>Determination should include</p> <ul style="list-style-type: none"> • creating a safe environment in which guests may exercise • maintaining equipment so that all equipment (e.g., exercise equipment, hot tub, swimming pool, sauna, and steam room) is clean, sanitized, and in good working order • staying knowledgeable about the operation and use of equipment • acquiring knowledge and certifications to assist clients in emergency situations • assisting guests when necessary • following OSHA guidelines for recreation, leisure, and themed services 	<p>SE: 12.4, 18.2, 18.3, 20.4</p>
<p>Task Number 90 Manage guests' use of health/fitness facilities.</p>	<p>Management should include</p> <ul style="list-style-type: none"> • using a scheduling system to organize appointments • allowing for fair and equitable use of facilities and equipment by all guests, based on requests, policy, and management priorities • handling requests in person, on the telephone, or online • identifying consequences of misuse, including legal matters that arise from equipment malfunction, employee negligence, and customer injury • business challenges that arise from customer and community dissatisfaction. 	<p>SE: 6.4, 20.2</p>
<p>Task Number 91 Plan for an event or activity.</p>	<p>Planning should include</p> <ul style="list-style-type: none"> • assessing needs • defining metrics of success • addressing themes, timelines, budgets, agendas, and itineraries • listing event planning steps/considerations/tasks • using teamwork skills • delegating tasks • locating resources • managing programs or events for specific age groups or populations, including • age-specific groups (e.g., children and elderly) • client needs (e.g., families, those with disabilities, persons with cultural sensitivities, dietary accommodations, religion). 	<p>SE: 14.3, 14.4, 15.3</p>
<p>Task Number 92 Identify locations, facilities, suppliers, and vendors for an event or activity.</p>	<p>Identification should include</p> <ul style="list-style-type: none"> • vendor relationships • locations and services reservations (i.e., contract) • prices • size of group attending the service or event • infrastructure and accessibility • roles of location, facilities, suppliers, and vendors and their interdependence. 	<p>SE: 14.4, 14.5</p>

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Task Number 93 Plan strategies to promote or publicize events.	Planning should include <ul style="list-style-type: none"> • defining constraints • publicity budget • personnel • time/duration • feasibility • season/weather • current events • economic/social conditions • security • size of event/audience • making use of location and demographic of target audience to create a theme • using in-house and/or outsourced development options • planning for the distribution of event materials • evaluating previous data campaigns. 	SE: 14.1, 22.4, 23.2
Task Number 94 Identify trends in recreation and leisure programs that promote health and wellness.	Identification should include providing customers with <ul style="list-style-type: none"> • accessible facilities • age-sensitive and special-needs considerations • continuous weather reports • diverse programs and activities with a schedule • valuable and adequate health, fitness, or nutrition personnel. 	SE: 1.3, 10.7, 13.1, CH20 EOC, 23.1
Task Number 95 Identify modes of transportation available for a variety of destinations.	Identification should include <ul style="list-style-type: none"> • commercial air travel (e.g., airplane) • commercial water travel (e.g., ship) • commercial rail • personal automobile • bus, taxi, or limousine service • ride-sharing services (e.g., Uber, Lyft). 	SE: 16.1
Examining Legal Considerations in the Hospitality Industry		
Task Number 96 Identify laws related to the hospitality industry.	Identification should include <ul style="list-style-type: none"> • the Americans with Disabilities Act (ADA) and the FDA Food Code • legal principles that govern the hospitality services industry, customers, owners, and service providers • standard hotel policies (e.g., food and beverage) • the difference between laws and hotel policies • OSHA. 	SE: 9.1, 12.1, 12.3, 12.4, 13.4, 18.2, 19.5, 20.6
Task Number 97 Explore legal matters.	Exploration should include <ul style="list-style-type: none"> • contracts, crime, confidentiality, non-compete clause • ethics in personal and business transactions and relationships • offenses common to the hospitality industry (e.g., theft, assault, privacy violations) • liability of criminal activity • professional conduct 	SE: 4.4, 9.1, 13.4, 19.5, 20.6, 21.6

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	<ul style="list-style-type: none"> • purchasing and selling of goods and services • discrimination. 	
<p>Task Number 98 Identify privacy concerns related to the hospitality industry.</p>	<p>Identification should include</p> <ul style="list-style-type: none"> • key control • guest room number and room telephone number privacy • camera surveillance • payment information • social media • guest information confidentiality. 	<p>SE: 4.3, 6.4, CH6 EOC, 9.4, 9.5, 10.5, 13.5, 15.2, 19.5, 21.6</p>
<p>Applying Customer Service Skills</p>		
<p>Task Number 99 Correlate the importance of customer service to successful business operations.</p>	<p>Correlation should include the</p> <ul style="list-style-type: none"> • influence that public reviews have on businesses' reputations • relationship between employees' attitudes and actions and customer satisfaction • ability to encourage repeat business/clients • financial success of business operations. 	<p>SE: 2.1, 3.2, 3.4, 4.1, 4.2, 4.3, 5.2, CH9 EOC, 10.6, 14.5, CH15 EOC, 22.4</p>
<p>Task Number 100 Identify the steps to resolve a customer complaint.</p>	<p>Identification should include the following steps:</p> <ul style="list-style-type: none"> • Identify the customer's problem. • Acknowledge the concern. • Listen with empathy. • Follow through with a solution. • Escalate the problem to a manager, as needed. • Follow up with the customer. 	<p>SE: 3.2, 3.3, CH3 EOC, CH4 EOC</p>

**Hospitality & Tourism Management, Second Edition
Correlations**

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Virginia Hospitality, Tourism, and Recreation II (8203)		
* An "EOC" after the chapter number indicates that the standard is covered in the End-of-Chapter questions or activities.		
Demonstrating Personal Qualities and Abilities		
Task Number 1 Demonstrate creativity and innovation.	Demonstration includes <ul style="list-style-type: none"> • discussing the importance of creativity and innovation in the workplace • brainstorming and contributing ideas, strategies, and solutions • developing and/or improving products, services, or processes • identifying and allocating available resources. 	SE: 4.2, 10.3, 10.7, CH10 EOC, 14.2
Task Number 2 Demonstrate critical thinking and problem solving.	Demonstration includes <ul style="list-style-type: none"> • recognizing and analyzing problems • evaluating potential solutions and resources • using a logical approach to make decisions and solve problems • implementing effective courses of action. 	SE: CH4 EOC, 6.3, 7.2, 8.1, CH8 EOC, 10.7, CH10 EOC, 11.1, CH11 EOC, CH12 EOC, 14.2, 14.4, 15.5, 16.1, CH17 EOC, 19.3, 20.4, 21.1, 23.1, 24.2
Task Number 3 Demonstrate initiative and self-direction.	Demonstration includes <ul style="list-style-type: none"> • recognizing the importance of proactive, independent decision making • identifying workplace needs • completing tasks with minimal direct supervision • applying solutions. 	SE: 2.4, CH3 EOC, 4.2, CH4 EOC, 12.5, 15.4, 21.1, 21.2, 21.3, CH21 EOC
Task Number 4 Demonstrate integrity.	Demonstration includes <ul style="list-style-type: none"> • defining integrity • recognizing the importance of having integrity in the workplace • complying with local, state, and federal laws • adhering to workplace policies and procedures • exhibiting honesty, fairness, and respect toward self, others, and property. 	SE: 2.4, 4.1, CH4 EOC, 6.3, 12.5, 19.3, 20.4
Task Number 5 Demonstrate work ethic.	Demonstration includes <ul style="list-style-type: none"> • defining work ethic • recognizing the importance of having a strong work ethic • demonstrating diligence (e.g., working with persistence to accomplish a task) • maintaining dependability (e.g., being reliable) • accounting for one's decisions and actions • accepting the consequences of decisions and actions. 	SE: 2.1, 2.4, 4.1, 4.2
Demonstrating Interpersonal Skills		

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Task Number 6 Demonstrate conflict-resolution skills.	Demonstration includes negotiating diplomatic solutions to interpersonal and workplace issues (e.g., due to personality, culture, work style, or performance).	SE: 3.2, 3.3, CH3 EOC, 4.2, 4.3, CH4 EOC, 21.1, CH21 EOC
Task Number 7 Demonstrate listening and speaking skills.	Demonstration includes <ul style="list-style-type: none"> • defining nonverbal cues • employing active listening techniques (e.g., asking clarifying questions, paraphrasing what was said) • exhibiting public speaking skills (e.g., making presentations) • articulating ideas in a manner appropriate to the setting and audience (e.g., considering the chosen communication method and audience’s level of knowledge). 	SE: 2.4, 4.2, 4.3, CH4 EOC, 5.4, CH6 EOC, 14.4, 18.2, 19.3, 21.1, 23.1
Task Number 8 Demonstrate respect for diversity.	Demonstration includes <ul style="list-style-type: none"> • defining diversity and discussing its importance • identifying individual differences (e.g., age, gender, ethnicity, culture, race, viewpoints, socioeconomic status, and ability) • showing respect for and valuing individual differences in the workplace • being self-aware and mindful of one’s own bias • collaborating with people of diverse backgrounds, viewpoints, and experiences. 	SE: CH2.4, 4.4, CH4 EOC, 20.4, 21.2
Task Number 9 Demonstrate customer service skills.	Demonstration includes <ul style="list-style-type: none"> • defining customer service (e.g., internal customer service; external customer service) • identifying the benefits of providing helpful, courteous, and knowledgeable customer service • prioritizing customer service (both within an organization and to external customers and stakeholders) • anticipating needs of customers and coworkers • demonstrating how to provide helpful, courteous, and knowledgeable service to address customer and/or coworker needs. 	SE: 2.1, 2.3, CH2 EOC, 3.2, 3.3, 4.2, CH4 EOC, CH6 EOC
Task Number 10 Collaborate with team members.	Collaboration should include <ul style="list-style-type: none"> • defining collaboration and teamwork • discussing the benefits of teamwork • establishing expectations, roles, and goals • contributing to the success of the team by sharing responsibility • respecting the thoughts, opinions, and contributions of other team members. 	SE: 1.3, 4.1, 4.2, 4.4, 7.2, 20.4
Demonstrating Professional Competencies		

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Task Number 11 Demonstrate big-picture thinking.	<p>Demonstration includes</p> <ul style="list-style-type: none"> defining big-picture thinking as an understanding of one's role in fulfilling the mission of the workplace and a consideration of the social, economic, and environmental effects of one's actions identifying the organization's structure, culture, policies, and procedures, as well as its role and position within the community, industry, and economy. 	SE: 1.3, 2.4, 3.1, 13.1, 17.5
Task Number 12 Demonstrate career- and life-management skills.	<p>Demonstration includes</p> <ul style="list-style-type: none"> recognizing the importance of education and career planning (e.g., minimum job qualifications, advancement and professional-development opportunities) identifying available benefits and professional resources (e.g., labor unions, professional organizations, employee-assistance programs, insurance and retirement benefits) managing personal growth and wellness (e.g., stress management, self-care, financial planning) setting goals (e.g., specific, measurable, attainable, realistic, time-bound [SMART] goals). 	SE: 2.1, 2.2, 2.3, 2.4, CH2 EOC, 4.2, 21.3, 21.4, CH21 EOC
Task Number 13 Demonstrate continuous learning and adaptability.	<p>Demonstration includes</p> <ul style="list-style-type: none"> describing the importance of continuous learning identifying resources for continuous learning (e.g., publications, trade organizations, professional networking, workshops/classes) modifying work performance based on feedback (i.e., being coachable) acquiring industry-related professional skills and knowledge (e.g., credentials/certifications) adapting to changing job requirements. 	SE: 2.1, 2.2, 2.4, CH2 EOC, 4.2, CH6 EOC
Task Number 14 Manage time and resources.	<p>Management should include</p> <ul style="list-style-type: none"> defining efficiency and productivity as they relate to time and resource management developing a plan of work differentiating between high- and low-priority tasks adapting work goals based on time and resources considering resources human (personnel)—capitalizing on strengths; respecting professional goals capital—maintaining equipment to ensure longevity and efficiency natural—using responsible and sustainable practices. 	SE: 1.3, 2.1, 4.2, 6.3, 6.5, 7.2, 7.5, 8.4, 12.5, CH12 EOC, 14.2, 21.1, 21.2, 21.3, CH21 EOC
Task Number 15 Demonstrate information-literacy skills.	<p>Demonstration includes</p> <ul style="list-style-type: none"> defining information literacy locating and evaluating credible and relevant sources of information using information effectively to accomplish work-related tasks. 	SE: 2.4, 11.1, CH11 EOC, CH13 EOC, 14.4, CH18 EOC, CH20 EOC, 21.1, CH22 EOC, CH23 EOC, 24.2

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Task Number 16 Demonstrate an understanding of information security.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • identifying various information types/formats (e.g., paper, electronic) • describing cybersecurity (e.g., risks, threats, vulnerabilities) • using technology ethically (e.g., appropriately using social networks, managing personal information) • abiding by workplace policies (e.g., acceptable use policy [AUP]) • protecting confidentiality (e.g., protecting login information and customer information) • following workplace security procedures. 	SE: 3.2, 4.2, 8.1, 9.4, CH9 EOC, 18.2
Task Number 17 Maintain working knowledge of current information technology (IT) systems.	<p>Maintaining working knowledge of current IT systems may include, but is not limited to</p> <ul style="list-style-type: none"> • hardware and devices (e.g., peripherals) • software and applications • cloud-based services • file-sharing techniques • emerging technologies • troubleshooting protocols and techniques. 	SE: 1.2, 1.5, CH1 EOC, 3.2, CH3 EOC, 4.2, 5.1, CH5 EOC, 6.2, 8.3, 9.4, CH9 EOC, 11.1, 13.1, CH13 EOC, CH14 EOC, CH20 EOC, CH23 EOC
Task Number 18 Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.	<p>Demonstration includes selecting and using technology, tools, and machines to accomplish work.</p>	SE: 4.2, CH4 EOC, CH23 EOC
Task Number 19 Apply mathematical skills to job-specific tasks.	<p>Application could include</p> <ul style="list-style-type: none"> • performing calculations (e.g., percentages, fractions, addition, subtraction, averages, measurement, conversions, monetary transactions) • applying mathematical processes to accomplish job-specific tasks (e.g., estimating required supplies, completing expense reports) • managing personal finance (e.g., understanding wage rates, paycheck deductions, taxes, sales receipts). 	SE: 3.2, 4.2, 6.2, CH6 EOC, 7.3, CH7 EOC, 7.4, 11.1, 11.2, 11.3, 11.4, CH11 EOC, 15.5, CH15 EOC, 16.1, CH16 EOC, CH18 EOC, CH22 EOC, 23.1
Task Number 20 Demonstrate professionalism.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • defining professionalism • practicing punctuality and attendance • adhering to work-schedule expectations • exercising etiquette (e.g., language, manners, and behaviors suitable for the workplace and online; appropriate verbal and nonverbal communication) • exhibiting professional self-representation (e.g., using a firm handshake, introducing oneself, making eye contact) • maintaining professional appearance (e.g., maintaining personal hygiene, adhering to a dress code). 	SE: 2.4, 3.4, 4.1, 4.2, 4.3, 4.4, CH4 EOC, 6.3, CH6 EOC, 15.4, 21.1

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Task Number 21 Demonstrate reading and writing skills.	Demonstration includes <ul style="list-style-type: none"> • reading and interpreting workplace documents • effectively writing workplace documents, considering <ul style="list-style-type: none"> • ability to convey messages with clarity • professional tone, appropriate to audience • grammar • forms and conventions (e.g., formatting documents, using an email signature). 	SE: CH2 EOC, CH3 EOC, 4.2, 4.3, CH4 EOC, 10.7, CH15 EOC, CH16 EOC
Task Number 22 Demonstrate workplace safety.	Demonstration includes, but is not limited to <ul style="list-style-type: none"> • adhering to Occupational Safety and Health Administration (OSHA) standards and instructor and manufacturer guidelines • interpreting safety data sheets (SDS) • identifying and using personal protective equipment (PPE) • maintaining universal precautions (e.g., to protect against bloodborne pathogens) • identifying risks and hazards in the workplace • following emergency protocols (e.g., evacuation routes). 	SE: 7.2, 7.3, 8.2, 8.3, 9.1, 9.2, 9.3, 9.4, 9.5, 15.2
Examining All Aspects of an Industry		
Task Number 23 Examine aspects of planning within an industry/organization.	Examination should include <ul style="list-style-type: none"> • development of vision and mission statements • setting of performance goals and objectives • review of previous performance (e.g., productivity, profit) • evaluation of current assets • formulation of strategic and operational plans • use of planning tools (e.g., market research, budget analysis, decision-making models, competitive analyses) • determination of human, natural, technology, and capital resource needs • forecasting of trends • anticipation of changes in the business climate (e.g., economic factors, laws, regulations, taxes) • anticipation of and compensation for organizational and industry risk. 	SE: CH5 EOC, 6.3, 8.2, 11.1, 11.2, 11.3, 21.4, 21.5, CH21 EOC, 22.3, 23.1, 23.2, 23.4
Task Number 24 Examine aspects of management within an industry/organization.	Examination should include <ul style="list-style-type: none"> • impact of the organization's structure and culture on operations • process for accomplishing goals, using available human, natural, technology, and capital resources • ways of ensuring open communication channels • ways of enabling workers to fulfill their responsibilities • evaluation of workers' performance • provision of training and job-growth opportunities to workers • assurance of worker equity, access, and safety 	SE: 2.1, 4.2, 4.3, 4.4, 21.1, 21.2, 21.3, 21.4, 21.5, 21.6, CH21 EOC

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	<ul style="list-style-type: none"> • resolution of conflicts • performance of employment functions (e.g., recruiting, hiring, retaining, discharging). 	
Task Number 25 Examine aspects of financial responsibility within an industry/organization.	<p>Examination should include</p> <ul style="list-style-type: none"> • accounting processes • financial decision-making processes, including budget development • methods of acquiring capital • management of financial operations, including payroll, transactions, records, and reports. 	SE: 24.1, 24.2, 24.3, CH24 EOC
Task Number 26 Examine technical and production skills required of workers within an industry/organization.	<p>Examination should include</p> <ul style="list-style-type: none"> • industry-related technical skills (e.g., communication, mathematics, science, technology, time-management, and creative-thinking skills) • industry-related production skills (specific skills used for production of goods or services) • industry-related interpersonal and team-player skills. 	SE: 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, CH4 EOC
Task Number 27 Examine principles of technology that underlie an industry/organization.	<p>Examination should include</p> <ul style="list-style-type: none"> • technological systems used in the industry • mathematical, scientific, social, ethical, and economic principles underlying the technological systems • impact of energy systems, fuel sources, and other technological systems on the production of goods and services • use of emerging and alternative energy resources in the production of goods and services • generation and distribution of energy to industries/organizations for use in creating goods and services. 	SE: 1.2, 1.5, CH1 EOC, 3.2, CH3 EOC, 4.2, 5.1, CH5 EOC, 6.2, 8.3, 9.4, CH9 EOC, 11.1, 13.1, CH13 EOC, CH14 EOC, CH20 EOC, CH23 EOC
Task Number 28 Examine labor issues related to an industry/organization.	<p>Examination should include</p> <ul style="list-style-type: none"> • workers' rights and responsibilities (e.g., wages, benefits, working conditions) • role of employment contracts and agreements • role of certification, licensure, and other requirements for specific jobs/occupations • role of labor organizations and other worker advocacy groups (e.g., professional/trade associations). 	SE: 2.2, 4.1, 7.3, 8.1, 10.3, 11.1
Task Number 29 Examine community issues related to an industry/organization.	<p>Examination should include</p> <ul style="list-style-type: none"> • impact of the organization on the community (e.g., provision of jobs, tax revenue, and goods/services; involvement in community programs/activities; environmental impact) • impact of the community on the organization (e.g., employee base; local taxes and regulations; local government services such as roads, schools, utilities; other local services). 	SE: 1.3, 1.4, CH1 EOC, 13.1, 17.1, 17.2, 17.4, 17.5, CH17 EOC

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Task Number 30 Examine health, safety, and environmental issues related to an industry/organization.	Examination should include <ul style="list-style-type: none"> • responsibility for workers’ health and safety • laws/regulations and practices affecting workers’ health and safety • health and safety hazards • health and safety programs • responsibility for the environment • laws/regulations and practices affecting the impact on the environment • sustainability initiatives. 	SE: 8.2, 8.3, 8.4, 8.5, CH8 EOC, 9.1, 9.2, 9.3, 9.4, 9.5, CH9 EOC, 12.1, 12.2, 12.3, 12.4, 12.5, CH12 EOC, 13.1, 13.2, 13.3, 13.4, 13.5, CH13 EOC, 18.2, CH18 EOC, CH19.5, CH19 EOC, 20.6
Addressing Elements of Student Life		
Task Number 31 Identify the purposes and goals of the student organization.	Identification of the purposes of the student organization should include <ul style="list-style-type: none"> • providing opportunities for personal development and preparation for adult life • providing opportunities for making decisions and assuming responsibilities • encouraging democracy through cooperative action • preparing for multiple, nontraditional roles in society • promoting greater understanding between youth and adults. 	SE: 2.2
	Identification of the goals of the student organization should include <ul style="list-style-type: none"> • promoting personal growth and leadership development • helping students develop life skills in the areas of character development and ethical behavior, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. 	SE: 2.2
Task Number 32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.	Explanation of benefits should include <ul style="list-style-type: none"> • development of leadership and other life skills, including planning, goal setting, problem solving, decision making, and interpersonal communication • opportunities for school and community service • development of interpersonal relationships • opportunities for experiential learning • opportunities to compete in student events on local, state, and national levels • access to professional information and opportunities • opportunities for career development. 	SE: 2.2
	Explanation of responsibilities should include <ul style="list-style-type: none"> • contributory participation in the student organization as a student and in professional/civic organization activities as an adult • display of appropriate conduct in all activities 	

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	and events related to the student organization and professional/civic organizations.	
Task Number 33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.	Demonstration should include contributory participation in activities such as meetings, fundraising projects, school and community-service projects, and competitive events.	
Task Number 34 Identify Internet safety issues and procedures for complying with acceptable use standards.	Identification should include the following <ul style="list-style-type: none"> • The school division's acceptable use policy • Laws and guidelines governing Internet usage, including those about copyright and file sharing • Techniques that illegitimate parties use to solicit personal information • Techniques that help protect a computer user against cyber predators • Software applications and user techniques that help protect against security attacks • Review the Virginia Department of Education guidelines for instructional programs related to Internet safety. 	SE: 4.1, CH2 EOC
Exploring Work-Based Learning		
Task Number 35 Identify the types of work-based learning (WBL) opportunities.	Identification includes <ul style="list-style-type: none"> • job shadowing • mentorship • externship • school-based enterprise • entrepreneurship • internship • service learning • clinical experience • cooperative education • Youth Registered Apprenticeship • registered apprenticeship. 	SE: 2.2
Task Number 36 Reflect on lessons learned during the WBL experience.	Reflection includes <ul style="list-style-type: none"> • workplace procedures • application of course competencies to WBL experience • new knowledge gained through the WBL experience. 	
Task Number 37 Explore career opportunities related to the WBL experience.	Exploration includes <ul style="list-style-type: none"> • listing possible careers related to this course • describing each career • determining the education and experience required • exploring job opportunities, salaries, and benefits. 	

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Task Number 38 Participate in a WBL experience, when appropriate.	Participation includes <ul style="list-style-type: none"> • an emphasis on the relationship between course competencies and the WBL experience. • adherence to workplace expectations during the WBL experience • completion of the WBL experience. 	
Balancing Work and Family		
Task Number 39 Analyze the meaning of work and the meaning of family.	Analysis should include <ul style="list-style-type: none"> • evaluating work systems and family systems (structures) • assessing characteristics of strong work and family organizations • examining the evolution of the workforce • identifying the rewards of work within and outside of family • describing the roles and responsibilities of employees and family members • determining the effects of interdependence on each member of the family • evaluating ways in which the evolution of the family life cycle affects choices and decisions • examining personal and family values. 	
Task Number 40 Compare how families affect work life and how work life affects families.	Comparison should <ul style="list-style-type: none"> • include the financial, social, intellectual, emotional, and ethical issues involved in work and family roles. 	
Task Number 41 Identify management strategies for balancing work and family roles.	Identification should include <ul style="list-style-type: none"> • time management • family and work responsibilities prioritization • stress management • health and safety concerns • conflict resolution • family and work values • family and career life cycle stages. 	SE: 4.2, 21.3
Demonstrating Health, Safety, and Environmental Awareness		
Task Number 42 Demonstrate sanitation methods in all areas of the hospitality industry.	Demonstration should be based on <ul style="list-style-type: none"> • local and state regulations of the health department • Occupational Safety and Health Administration (OSHA) regulations • standard operating procedures (SOP) and basic cleanliness principles <ul style="list-style-type: none"> ◦ wearing appropriate clothing ◦ maintaining personal hygiene ◦ preventing infectious diseases • bloodborne pathogens training. 	SE: 7.2, 7.3, 8.2, 9.1, 9.5, 10.5, 11.2, 12.2, 12.3, 12.4, CH12 EOC, 17.2, 18.2
Task Number 43 Implement a plan of action to address health and emergency hazards.	Implementation should include a review of management's responsibilities, including <ul style="list-style-type: none"> • establishing and enforcing safety rules, policies, and procedures 	SE: 3.1, 4.1, 6.4, 7.2, 7.5, 8.2, 8.3, 8.5, CH8 EOC, 9.1, 9.2, 9.3, 9.4, 9.5, CH9 EOC, 12.4, 12.5

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	<ul style="list-style-type: none"> • following a system for documenting and investigating reports related to safety, security, and environmental issues • providing safety and emergency information in employee training and continuing education programs • providing fire extinguishers and first-aid kits • correcting safety violations recorded by safety committees or safety enforcement agencies. <p>In addition, employees' responsibilities include recognizing and reporting hazards such as</p> <ul style="list-style-type: none"> • broken equipment, lights, locks, electrical outlet covers, and glass • burned-out lights • leaks • worn-out electrical cords • slippery conditions • damaged floors, furniture, walls, handrails, doors, and windows • items or conditions that could cause a person to stumble • missing or damaged fire extinguishers • hazardous materials • access to automated external defibrillator (AED) • other (e.g., pest infestation, mold). 	
<p>Task Number 44 Predict health, safety, and sanitation trends in government regulations in the hospitality industry.</p>	<p>Prediction should include</p> <ul style="list-style-type: none"> • researching trends in at least one of the following agencies or regulations and predicting the emergence of future standards or regulatory guidelines: <ul style="list-style-type: none"> • OSHA • Virginia Department of Health (VDH) • U.S. Department of Health and Human Services (HHS) • U.S. Food and Drug Administration (FDA) • Fire code • Building code (state and local) • U.S. Environmental Protection Agency (EPA) • The Fair Labor Standards Act (FLSA) and the U.S. Department of Labor • Workers' Compensation • Virginia Department of Social Services) (VDSS) • U.S. Equal Employment Opportunity Commission (EEOC) 	<p>SE: 1.3, 6.4, 13.1, 18.2, CH19 EOC, 22.2</p>
<p>Task Number 45 Demonstrate the responsibilities of personnel during an emergency situation.</p>	<p>Demonstration should include</p> <ul style="list-style-type: none"> • following the emergency plans and procedures set in place for various situations. 	<p>SE: CH8 EOC, 9.5, CH9 EOC</p>
<p>Task Number 46 Research hospitality industry conservation practices.</p>	<p>Research should include examples of how operations have adopted or established programs in the areas of</p> <ul style="list-style-type: none"> • water conservation • energy (i.e., utilities) conservation 	<p>SE: 1.4, 7.5, 8.4, 13.1, 18.2</p>

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	<ul style="list-style-type: none"> • materials conservation (e.g., construction) • chemical conservation (e.g., cleaning products) • waste disposal and recycling • sustainability • green technologies (e.g., hydroculture) • local sourcing. 	
Task Number 47 Complete incident reports.	<p>Research should include examples of how operations have adopted or established programs in the areas of</p> <ul style="list-style-type: none"> • Completion of written incident reports must include factual information including all aspects of an incident: who, when, where, why, and what. It should be written in the first person. • The employee cannot admit any guilt on the part of the property while receiving this information. 	SE: 9.2, CH9 EOC, 13.4
Fulfilling the Responsibilities of the Rooms Division and Lodging Facilities Operations		
Task Number 48 Implement the organizational structure of a hotel and the roles of each division.	<p>Implementation should include the following divisions and their roles:</p> <ul style="list-style-type: none"> • Property maintenance and repair • Guest services • Room attendant • Property security • Purchasing • Sales and marketing • Front office • Accounting • Personnel or human resources • Food and beverage 	SE: 5.3, 5.4, CH5 EOC
Task Number 49 Implement the duties of front-office personnel.	<p>Implementation should include</p> <ul style="list-style-type: none"> • greeting guests • checking in guests • assigning rooms (e.g., preparing keys) • taking reservations • handling telecommunications • performing guest transactions • providing information about area activities and attractions. 	SE: 5.3, 5.4, 6.1, 6.2, 6.3
Task Number 50 Outline fees, policies, amenities, and rates.	<p>Outline should include</p> <ul style="list-style-type: none"> • basic fees, policies, and rates (e.g., room rates, television services, technology access, room-service fees, laundry fees, taxes, and fees for other amenities) • history of the building itself • services the hotel offers • attractions in the local area • suggestions about travel in the area. 	SE: 5.3, 5.4, 6.2
Task Number 51 Accommodate guests with special needs.	<p>Accommodation should include</p> <ul style="list-style-type: none"> • using problem-solving and communication skills to address the needs of guests with special needs • providing specific building features to meet access needs (e.g., ramps, automatic doors, 	SE: 6.2, 6.3, 8.3

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	bathroom facilities, pool, and exercise equipment).	
Task Number 52 Detail the duties of uniformed services.	<p>Detailing should include the following:</p> <ul style="list-style-type: none"> • The bell person <ul style="list-style-type: none"> ◦ assists guests with luggage in the hotel and takes guests and their luggage to their rooms ◦ describes the hotel's amenities and special features to guests ◦ handles guest laundry, dry cleaning, and shoe repair. • The door person <ul style="list-style-type: none"> ◦ opens car doors ◦ helps guests with their luggage and places the luggage on a cart ◦ hails taxi cabs and works with the parking and transportation staff. • The valet <ul style="list-style-type: none"> ◦ parks automobiles ◦ retrieves automobiles ◦ ensures the curbside safety of guests. • The concierge <ul style="list-style-type: none"> ◦ provides guests with information about the community and hotel services ◦ makes entertainment and dining recommendations and arrangements. • Security <ul style="list-style-type: none"> ◦ secures the property ◦ writes accident reports. 	SE: 5.3, 6.1, 6.2, 9.2
Task Number 53 Check in a guest, using front-office technology and communication systems.	<p>Checking in a guest with a reservation should include</p> <ul style="list-style-type: none"> • following company policy. 	SE: 6.2
Task Number 54 Demonstrate communication etiquette.	<p>Demonstration should include</p> <ul style="list-style-type: none"> • answering calls (e.g., provide name, company, courtesy, and salutation) • directing calls to appropriate guests/departments • using positive and professional verbal, nonverbal, and electronic communication • protecting privacy • taking messages • setting wake-up calls • using elements of etiquette (e.g., using a pleasant tone, responding quickly and accurately, providing full attention, enunciating, and addressing caller by name). 	SE: 4.3, 6.2, CH6 EOC

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<p>Task Number 55 Identify the duties of housekeeping personnel.</p>	<p>Identification should include the responsibilities of</p> <ul style="list-style-type: none"> • the executive housekeeper, who <ul style="list-style-type: none"> • creates schedules • supervises all housekeeping employees • motivates all housekeeping employees • implements training programs • conducts periodic employee evaluations • maintains inventory • develops inventory (i.e., supplies) budgets • the executive housekeeper/manager, who <ul style="list-style-type: none"> ◦ follows sanitation procedures ◦ plans and prepares employee work schedules ◦ performs or assists with cleaning duties, as necessary <ul style="list-style-type: none"> ◦ investigates complaints about service and equipment and takes corrective action ◦ coordinates activities with other departments to ensure that services are provided in an efficient and timely manner ◦ checks equipment to ensure that it is in working order ◦ inspects and evaluates the physical condition of facilities to determine the type of work required ◦ selects the most suitable cleaning materials for different types of linens, furniture, flooring, and surfaces ◦ instructs staff in work policies and procedures and the use and maintenance of equipment • the housekeeping inspector, who inspects work performed to ensure that it meets specifications and established standards • the public space cleaner, who cleans lobbies, lounges, restrooms, corridors, elevators, stairways, locker rooms, and other work areas so that health standards are met • the room attendant, who <ul style="list-style-type: none"> ◦ provides clean linens, towels, and toilet items ◦ cleans rooms with cleaning supplies, using wheeled carts to clean hallways ◦ disposes of waste, trash, and ashtrays ◦ replenishes customer supplies such as drinking glasses, writing supplies, and hygiene items ◦ keeps storage areas and carts well-stocked, clean, and tidy ◦ dusts and polishes furniture and equipment ◦ sweeps, scrubs, waxes, and/or polishes floors, using brooms, mops, and/or powered scrubbing and waxing machines ◦ cleans rugs, carpets, upholstered furniture, and/or draperies, using vacuum cleaners and/or shampooers ◦ washes windows, walls, ceilings, and woodwork, waxing and polishing when necessary ◦ hangs draperies and dusts window blinds. 	<p>SE: 7.1, 7.2, 7.3, 7.4, 7.5, CH7 EOC</p>

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Task Number 56 Clean guest rooms, public areas, employee areas, and offices, according to SOPs.	Cleaning should include <ul style="list-style-type: none"> • providing linens, towels, and toilet items • using wheeled carts for cleaning supplies • maintaining hallways • disposing of waste, trash, and ashtrays • replenishing customer supplies (e.g., drinking glasses, writing supplies, and hygiene items) • keeping storage areas and carts well-stocked, clean, and tidy • checking lights and appliances to ensure that they are working • stocking in-room bars and refrigerators, as necessary • deep cleaning. 	SE: 7.2
Task Number 57 Describe the procedures for laundering linens, according to SOP, if not outsourced.	Description should be based on <ul style="list-style-type: none"> • company SOP reference materials and include procedures for sorting, washing, drying, folding, stacking, and storing hotel linens. 	SE: 7.3, 7.4
Task Number 58 Inventory linens and supplies.	Inventory, or linen control, should include <ul style="list-style-type: none"> • maintaining an accurate inventory • discarding and replacing soiled and tattered linens • maintaining a schedule for changing and laundering linens • receiving items • storing items. 	SE: 7.4
Reviewing Marketing and Sales		
Task Number 59 Demonstrate a marketing promotion, using various media.	Demonstration should include <ul style="list-style-type: none"> • identifying media providers and their functions • identifying how media is currently used to market products • pairing marketing strategies with providers. 	SE: 23.1, 23.2, CH23 EOC
Task Number 60 Evaluate a variety of sales promotions or offers.	Evaluation should include <ul style="list-style-type: none"> • comparing prices and options from different vendors and promotions • identifying priorities for the consumer experience and purchase (e.g., duration of stay or event, cost, amenities, extras included) • analyzing the pros and cons of a promotion. 	SE: 23.2, 23.4, 23.5
Task Number 61 Perform a cost-benefit analysis of advertising through various channels of mass media.	Performance should include <ul style="list-style-type: none"> • defining return on investment (ROI) • describing the advantages of doing a cost-benefit analysis • following the steps of a cost-benefit analysis (e.g., assigning all elements a dollar value, identifying an end point or future moment to target the analysis, accounting for inflation, and evaluating savings). 	SE: 23.2

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Task Number 62 Analyze the value of potential market segments in a specific industry.	Analysis should include <ul style="list-style-type: none"> • defining potential market segments • assessing the market segments, based on demographic data • ranking demographic elements • forecasting opportunity based on number of customers and revenue potential • estimating the market share (i.e., competition). 	SE: 23.3, CH23 EOC
Exploring Responsibilities of the Back of the House in the Food and Beverage Industry		
Task Number 63 Identify the duties of back-of-the-house personnel.	Identification should include the duties of personnel such as <ul style="list-style-type: none"> • manager • executive chef • sous chef • station chef • cook • dishwasher • steward • expeditor • receiving clerk 	SE: 10.2, CH10 EOC
Task Number 64 Operate commercial kitchen equipment and hand tools.	Operation should include <ul style="list-style-type: none"> • knives and hand tools • pots and pans • baking equipment • measuring equipment • thermometers • appliances • large equipment. 	
Task Number 65 Demonstrate basic food preparation methods and techniques.	Description should include <ul style="list-style-type: none"> • dry-heat cooking methods • moist-heat cooking methods • preparation methods for uncooked foods, including sandwiches and salads. 	
Task Number 66 Demonstrate food presentation techniques.	Demonstration should include <ul style="list-style-type: none"> • making the food look appetizing on the plate or serving dish • using proper cooking techniques • being neat and professional when plating foods • understanding plating techniques. 	
Task Number 67 Observe the receiving and storage process.	Observation should include <ul style="list-style-type: none"> • counting or weighing items when received • comparing amounts and quality of items received with invoice and recording differences, if any • checking temperature of goods requiring refrigeration • checking for damage • stamping the received invoice • handling food and beverage supplies according to standards set by the facility and government agencies • placing items in appropriate storage areas, 	SE: 11.2, CH11 EOC

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	addressing refrigerated items first <ul style="list-style-type: none"> • protecting items and utensils from dust, insects, rodents, toxic materials, and unclean equipment • establishing storeroom control (i.e., controlling stock and its use) in order to control costs, prevent waste, prevent inadequate stock rotation, and deter theft. 	
Implementing Responsibilities of the Front of the House in the Food and Beverage Industry		
Task Number 68 Examine the duties of front-of-the-house personnel.	Examination should include <ul style="list-style-type: none"> • defining front of the house in terms of hospitality • listing job titles of front-of-the-house personnel (e.g., maître d'hôtel or manager, beverage or bar manager). 	SE: 10.2
Task Number 69 Demonstrate foods and beverage service.	Demonstration should include <ul style="list-style-type: none"> • setting up • delivering foods and beverages • bussing tables • performing side work appropriate to the various services offered in the facility (e.g., full-service restaurants, fast-food restaurants, take-out service, cafeterias, catering services, institutional food services, snack bar services, and bar and club services). 	SE: 10.2, 10.6
Implementing the Responsibilities of the Travel and Tourism Industry		
Task Number 70 Compare foods, beverages, and cultural etiquette of travel destinations.	Comparison should include major factors of dining etiquette, such as <ul style="list-style-type: none"> • guest-host relations (e.g., manners) • cultural expectations (e.g., dining hours, gratuity, and dress) • food and beverage health concerns • types of food and spices • size of portions • prices. 	SE: 10.6, 10.7, 13.3
Task Number 71 Prepare a travel packet for a specific destination.	Preparation should include information on <ul style="list-style-type: none"> • transportation • itinerary • lodging • dining • entertainment • points of interest • cultural expectations • basic language guides (if foreign) • directions (e.g., maps) • currency • passport requirements. 	SE: 16.1, 16.3, 16.4, CH16 EOC

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Task Number 72 Compare modes of transportation available for a variety of destinations.	Comparison should include <ul style="list-style-type: none"> • commercial air travel (e.g., airplane) • commercial water travel (e.g., ship) • commercial rail • personal automobile • bus, taxi, or other car service such as limousine, or ride-sharing services (e.g., Uber, Lyft). 	SE: 16.1
Examining Legal and Ethical Considerations in the Hospitality Industry		
Task Number 73 Describe the laws related to the hospitality industry.	Description should include <ul style="list-style-type: none"> • referencing the basic laws and legal principles that govern the hospitality services industry, customers, owners, and service providers • locating hotel policies, including food and beverage policy • comparing laws and hotel policies. 	SE: 4.4, 7.2, 8.2, 9.1, 12.4, 13.4, 19.5, 20.6
Task Number 74 Explore the potential legal outcome for a case study.	Exploration should predict the legal outcome of at least one case study related to <ul style="list-style-type: none"> • fraud in personal and business transactions and relationships • offences common to hospitality, such as theft, assault, and privacy violations • unprofessional conduct • purchasing and selling goods and services • discrimination/harassment. 	SE: 4.4, 7.2, 8.2, 9.1, 12.4, 13.4, 19.5, 20.6
Task Number 75 Describe methods for protecting guest information.	Description should include <ul style="list-style-type: none"> • key control • privacy of guests room numbers and room telephone numbers • camera surveillance. 	SE: 9.4
Demonstrating Techniques for Guest and Customer Service		
Task Number 76 Demonstrate customer relations by providing information and directions, handling inquiries, and solving problems or complaints.	Demonstration, regardless of the level of customer interaction, should include <ul style="list-style-type: none"> • maintaining a positive, helpful attitude • ensuring the customer's experience is pleasant • addressing and solving customer problems in ways that least inconvenience the customer • determining the relationship between employees' attitudes and actions and customer satisfaction • taking notes. 	SE: 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, CH4 EOC
Task Number 77 Describe how customer service affects customer choice.	Description should include <ul style="list-style-type: none"> • influence that public and professional reviews have on a business's reputation, due to meeting and exceeding or failing to meet customer service expectations • benefits to employees who provide excellent customer service. 	SE: 3.4, 5.2, 10.6

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Task Number 78 Evaluate customer service satisfaction.	Evaluation should include using <ul style="list-style-type: none"> • surveys • online media • internal audits. 	SE: 3.1, 3.4, 5.2, 10.6
Task Number 79 Strategize resolutions for customer-service complaints.	Strategizing should be based on a written case study and include the goals of <ul style="list-style-type: none"> • improving accommodations • promoting equity • improving customer relations and business reputation • increasing repeat business • improving community relations. 	SE: 3.3, CH3 EOC, 4.3, CH4 EOC, CH21 EOC

**Hospitality & Tourism Management, Second Edition
Correlations**

Standard	Performance Indicators (for internal use only in correlations identification)	Hospitality & Tourism Management, Second Edition Section Number
Virginia		
Introduction to Hospitality, Tourism, and Recreation (8258/8259)		
* An "EOC" after the chapter number indicates that the standard is covered in the End-of-Chapter questions or activities.		
Demonstrating Personal Qualities and Abilities		
Task Number 1 Demonstrate creativity and innovation.	Demonstration includes <ul style="list-style-type: none"> • discussing the importance of creativity and innovation in the workplace • brainstorming and contributing ideas, strategies, and solutions • developing and/or improving products, services, or processes • identifying and allocating available resources. 	SE: 4.2, 10.3, 10.7, CH10 EOC, 14.2
Task Number 2 Demonstrate critical thinking and problem solving.	Demonstration includes <ul style="list-style-type: none"> • recognizing and analyzing problems • evaluating potential solutions and resources • using a logical approach to make decisions and solve problems • implementing effective courses of action. 	SE: CH4 EOC, 6.3, 7.2, 8.1, CH8 EOC, 10.7, CH10 EOC, 11.1, CH11 EOC, CH12 EOC, 14.2, 14.4, 15.5, 16.1, CH17 EOC, 19.3, 20.4, 21.1, 23.1, 24.2
Task Number 3 Demonstrate initiative and self-direction.	Demonstration includes <ul style="list-style-type: none"> • recognizing the importance of proactive, independent decision making • identifying workplace needs • completing tasks with minimal direct supervision • applying solutions. 	SE: 2.4, CH3 EOC, 4.2, CH4 EOC, 12.5, 15.4, 21.1, 21.2, 21.3, CH21 EOC
Task Number 4 Demonstrate integrity.	Demonstration includes <ul style="list-style-type: none"> • defining integrity • recognizing the importance of having integrity in the workplace • complying with local, state, and federal laws • adhering to workplace policies and procedures • exhibiting honesty, fairness, and respect toward self, others, and property. 	SE: 2.4, 4.1, CH4 EOC, 6.3, 12.5, 19.3, 20.4
Task Number 5 Demonstrate work ethic.	Demonstration includes <ul style="list-style-type: none"> • defining work ethic • recognizing the importance of having a strong work ethic • demonstrating diligence (e.g., working with persistence to accomplish a task) • maintaining dependability (e.g., being reliable) • accounting for one's decisions and actions • accepting the consequences of decisions and actions. 	SE: 2.1, 2.4, 4.1, 4.2
Demonstrating Interpersonal Skills		

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Task Number 6 Demonstrate conflict-resolution skills.	Demonstration includes negotiating diplomatic solutions to interpersonal and workplace issues (e.g., due to personality, culture, work style, or performance).	SE: 3.2, 3.3, CH3 EOC, 4.2, 4.3, CH4 EOC, 21.1, CH21 EOC
Task Number 7 Demonstrate listening and speaking skills.	Demonstration includes <ul style="list-style-type: none"> • defining nonverbal cues • employing active listening techniques (e.g., asking clarifying questions, paraphrasing what was said) • exhibiting public speaking skills (e.g., making presentations) • articulating ideas in a manner appropriate to the setting and audience (e.g., considering the chosen communication method and audience’s level of knowledge). 	SE: 2.4, 4.2, 4.3, CH4 EOC, 5.4, CH6 EOC, 14.4, 18.2, 19.3, 21.1, 23.1
Task Number 8 Demonstrate respect for diversity.	Demonstration includes <ul style="list-style-type: none"> • defining diversity and discussing its importance • identifying individual differences (e.g., age, gender, ethnicity, culture, race, viewpoints, socioeconomic status, and ability) • showing respect for and valuing individual differences in the workplace • being self-aware and mindful of one’s own bias • collaborating with people of diverse backgrounds, viewpoints, and experiences. 	SE: CH2.4, 4.4, CH4 EOC, 20.4, 21.2
Task Number 9 Demonstrate customer service skills.	Demonstration includes <ul style="list-style-type: none"> • defining customer service (e.g., internal customer service; external customer service) • identifying the benefits of providing helpful, courteous, and knowledgeable customer service • prioritizing customer service (both within an organization and to external customers and stakeholders) • anticipating needs of customers and coworkers • demonstrating how to provide helpful, courteous, and knowledgeable service to address customer and/or coworker needs. 	SE: 2.1, 2.3, CH2 EOC, 3.2, 3.3, 4.2, CH4 EOC, CH6 EOC
Task Number 10 Collaborate with team members.	Collaboration should include <ul style="list-style-type: none"> • defining collaboration and teamwork • discussing the benefits of teamwork • establishing expectations, roles, and goals • contributing to the success of the team by sharing responsibility • respecting the thoughts, opinions, and contributions of other team members. 	SE: 1.3, 4.1, 4.2, 4.4, 7.2, 20.4
Demonstrating Professional Competencies		

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Task Number 11 Demonstrate big-picture thinking.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • defining big-picture thinking as an understanding of one's role in fulfilling the mission of the workplace and a consideration of the social, economic, and environmental effects of one's actions • identifying the organization's structure, culture, policies, and procedures, as well as its role and position within the community, industry, and economy. 	SE: 1.3, 2.4, 3.1, 13.1, 17.5
Task Number 12 Demonstrate career- and life-management skills.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • recognizing the importance of education and career planning (e.g., minimum job qualifications, advancement and professional-development opportunities) • identifying available benefits and professional resources (e.g., labor unions, professional organizations, employee-assistance programs, insurance and retirement benefits) • managing personal growth and wellness (e.g., stress management, self-care, financial planning) • setting goals (e.g., specific, measurable, attainable, realistic, time-bound [SMART] goals). 	SE: 2.1, 2.2, 2.3, 2.4, CH2 EOC, 4.2, 21.3, 21.4, CH21 EOC
Task Number 13 Demonstrate continuous learning and adaptability.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • describing the importance of continuous learning • identifying resources for continuous learning (e.g., publications, trade organizations, professional networking, workshops/classes) • modifying work performance based on feedback (i.e., being coachable) • acquiring industry-related professional skills and knowledge (e.g., credentials/certifications) • adapting to changing job requirements. 	SE: 2.1, 2.2, 2.4, CH2 EOC, 4.2, CH6 EOC
Task Number 14 Manage time and resources.	<p>Management should include</p> <ul style="list-style-type: none"> • defining efficiency and productivity as they relate to time and resource management • developing a plan of work • differentiating between high- and low-priority tasks • adapting work goals based on time and resources • considering resources • human (personnel)—capitalizing on strengths; respecting professional goals • capital—maintaining equipment to ensure longevity and efficiency • natural—using responsible and sustainable practices. 	SE: 1.3, 2.1, 4.2, 6.3, 6.5, 7.2, 7.5, 8.4, 12.5, CH12 EOC, 14.2, 21.1, 21.2, 21.3, CH21 EOC
Task Number 15 Demonstrate information-literacy skills.	<p>Demonstration includes</p> <ul style="list-style-type: none"> • defining information literacy • locating and evaluating credible and relevant sources of information • using information effectively to accomplish work-related tasks. 	SE: 2.4, 11.1, CH11 EOC, CH13 EOC, 14.4, CH18 EOC, CH20 EOC, 21.1, CH22 EOC, CH23 EOC, 24.2

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Task Number 16 Demonstrate an understanding of information security.	Demonstration includes <ul style="list-style-type: none"> • identifying various information types/formats (e.g., paper, electronic) • describing cybersecurity (e.g., risks, threats, vulnerabilities) • using technology ethically (e.g., appropriately using social networks, managing personal information) • abiding by workplace policies (e.g., acceptable use policy [AUP]) • protecting confidentiality (e.g., protecting login information and customer information) • following workplace security procedures. 	SE: 3.2, 4.2, 8.1, 9.4, CH9 EOC, 18.2
Task Number 17 Maintain working knowledge of current information technology (IT) systems.	Maintaining working knowledge of current IT systems may include, but is not limited to <ul style="list-style-type: none"> • hardware and devices (e.g., peripherals) • software and applications • cloud-based services • file-sharing techniques • emerging technologies • troubleshooting protocols and techniques. 	SE: 1.2, 1.5, CH1 EOC, 3.2, CH3 EOC, 4.2, 5.1, CH5 EOC, 6.2, 8.3, 9.4, CH9 EOC, 11.1, 13.1, CH13 EOC, CH14 EOC, CH20 EOC, CH23 EOC
Task Number 18 Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.	Demonstration includes selecting and using technology, tools, and machines to accomplish work.	SE: 4.2, CH4 EOC, CH23 EOC
Task Number 19 Apply mathematical skills to job-specific tasks.	Application could include <ul style="list-style-type: none"> • performing calculations (e.g., percentages, fractions, addition, subtraction, averages, measurement, conversions, monetary transactions) • applying mathematical processes to accomplish job-specific tasks (e.g., estimating required supplies, completing expense reports) • managing personal finance (e.g., understanding wage rates, paycheck deductions, taxes, sales receipts). 	SE: 3.2, 4.2, 6.2, CH6 EOC, 7.3, CH7 EOC, 7.4, 11.1, 11.2, 11.3, 11.4, CH11 EOC, 15.5, CH15 EOC, 16.1, CH16 EOC, CH18 EOC, CH22 EOC, 23.1
Task Number 20 Demonstrate professionalism.	Demonstration includes <ul style="list-style-type: none"> • defining professionalism • practicing punctuality and attendance • adhering to work-schedule expectations • exercising etiquette (e.g., language, manners, and behaviors suitable for the workplace and online; appropriate verbal and nonverbal communication) • exhibiting professional self-representation (e.g., using a firm handshake, introducing oneself, making eye contact) • maintaining professional appearance (e.g., maintaining personal hygiene, adhering to a dress code). 	SE: 2.4, 3.4, 4.1, 4.2, 4.3, 4.4, CH4 EOC, 6.3, CH6 EOC, 15.4, 21.1

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Task Number 21 Demonstrate reading and writing skills.	Demonstration includes <ul style="list-style-type: none"> • reading and interpreting workplace documents • effectively writing workplace documents, considering <ul style="list-style-type: none"> • ability to convey messages with clarity • professional tone, appropriate to audience • grammar • forms and conventions (e.g., formatting documents, using an email signature). 	SE: CH2 EOC, CH3 EOC, 4.2, 4.3, CH4 EOC, 10.7, CH15 EOC, CH16 EOC
Task Number 22 Demonstrate workplace safety.	Demonstration includes, but is not limited to <ul style="list-style-type: none"> • adhering to Occupational Safety and Health Administration (OSHA) standards and instructor and manufacturer guidelines • interpreting safety data sheets (SDS) • identifying and using personal protective equipment (PPE) • maintaining universal precautions (e.g., to protect against bloodborne pathogens) • identifying risks and hazards in the workplace • following emergency protocols (e.g., evacuation routes). 	SE: 7.2, 7.3, 8.2, 8.3, 9.1, 9.2, 9.3, 9.4, 9.5, 15.2
Examining All Aspects of an Industry		
Task Number 23 Examine aspects of planning within an industry/organization.	Examination should include <ul style="list-style-type: none"> • development of vision and mission statements • setting of performance goals and objectives • review of previous performance (e.g., productivity, profit) • evaluation of current assets • formulation of strategic and operational plans • use of planning tools (e.g., market research, budget analysis, decision-making models, competitive analyses) • determination of human, natural, technology, and capital resource needs • forecasting of trends • anticipation of changes in the business climate (e.g., economic factors, laws, regulations, taxes) • anticipation of and compensation for organizational and industry risk. 	SE: CH5 EOC, 6.3, 8.2, 11.1, 11.2, 11.3, 21.4, 21.5, CH21 EOC, 22.3, 23.1, 23.2, 23.4
Task Number 24 Examine aspects of management within an industry/organization.	Examination should include <ul style="list-style-type: none"> • impact of the organization's structure and culture on operations • process for accomplishing goals, using available human, natural, technology, and capital resources • ways of ensuring open communication channels • ways of enabling workers to fulfill their responsibilities • evaluation of workers' performance • provision of training and job-growth opportunities to workers • assurance of worker equity, access, and safety 	SE: 2.1, 4.2, 4.3, 4.4, 21.1, 21.2, 21.3, 21.4, 21.5, 21.6, CH21 EOC

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	<ul style="list-style-type: none"> • resolution of conflicts • performance of employment functions (e.g., recruiting, hiring, retaining, discharging). 	
<p>Task Number 25 Examine aspects of financial responsibility within an industry/organization.</p>	<p>Examination should include</p> <ul style="list-style-type: none"> • accounting processes • financial decision-making processes, including budget development • methods of acquiring capital • management of financial operations, including payroll, transactions, records, and reports. 	<p>SE: 24.1, 24.2, 24.3, CH24 EOC</p>
<p>Task Number 26 Examine technical and production skills required of workers within an industry/organization.</p>	<p>Examination should include</p> <ul style="list-style-type: none"> • industry-related technical skills (e.g., communication, mathematics, science, technology, time-management, and creative-thinking skills) • industry-related production skills (specific skills used for production of goods or services) • industry-related interpersonal and team-player skills. 	<p>SE: 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, CH4 EOC</p>
<p>Task Number 27 Examine principles of technology that underlie an industry/organization.</p>	<p>Examination should include</p> <ul style="list-style-type: none"> • technological systems used in the industry • mathematical, scientific, social, ethical, and economic principles underlying the technological systems • impact of energy systems, fuel sources, and other technological systems on the production of goods and services • use of emerging and alternative energy resources in the production of goods and services • generation and distribution of energy to industries/organizations for use in creating goods and services. 	<p>SE: 1.2, 1.5, CH1 EOC, 3.2, CH3 EOC, 4.2, 5.1, CH5 EOC, 6.2, 8.3, 9.4, CH9 EOC, 11.1, 13.1, CH13 EOC, CH14 EOC, CH20 EOC, CH23 EOC</p>
<p>Task Number 28 Examine labor issues related to an industry/organization.</p>	<p>Examination should include</p> <ul style="list-style-type: none"> • workers' rights and responsibilities (e.g., wages, benefits, working conditions) • role of employment contracts and agreements • role of certification, licensure, and other requirements for specific jobs/occupations • role of labor organizations and other worker advocacy groups (e.g., professional/trade associations). 	<p>SE: 2.2, 4.1, 7.3, 8.1, 10.3, 11.1</p>
<p>Task Number 29 Examine community issues related to an industry/organization.</p>	<p>Examination should include</p> <ul style="list-style-type: none"> • impact of the organization on the community (e.g., provision of jobs, tax revenue, and goods/services; involvement in community programs/activities; environmental impact) • impact of the community on the organization (e.g., employee base; local taxes and regulations; local government services such as roads, schools, utilities; other local services). 	<p>SE: 1.3, 1.4, CH1 EOC, 13.1, 17.1, 17.2, 17.4, 17.5, CH17 EOC</p>

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Task Number 30 Examine health, safety, and environmental issues related to an industry/organization.	Examination should include <ul style="list-style-type: none"> • responsibility for workers’ health and safety • laws/regulations and practices affecting workers’ health and safety • health and safety hazards • health and safety programs • responsibility for the environment • laws/regulations and practices affecting the impact on the environment • sustainability initiatives. 	SE: 8.2, 8.3, 8.4, 8.5, CH8 EOC, 9.1, 9.2, 9.3, 9.4, 9.5, CH9 EOC, 12.1, 12.2, 12.3, 12.4, 12.5, CH12 EOC, 13.1, 13.2, 13.3, 13.4, 13.5, CH13 EOC, 18.2, CH18 EOC, CH19.5, CH19 EOC, 20.6
Addressing Elements of Student Life		
Task Number 31 Identify the purposes and goals of the student organization.	Identification of the purposes of the student organization should include <ul style="list-style-type: none"> • providing opportunities for personal development and preparation for adult life • providing opportunities for making decisions and assuming responsibilities • encouraging democracy through cooperative action • preparing for multiple, nontraditional roles in society • promoting greater understanding between youth and adults. 	SE: 2.2
	Identification of the goals of the student organization should include <ul style="list-style-type: none"> • promoting personal growth and leadership development • helping students develop life skills in the areas of character development and ethical behavior, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. 	SE: 2.2
Task Number 32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.	Explanation of benefits should include <ul style="list-style-type: none"> • development of leadership and other life skills, including planning, goal setting, problem solving, decision making, and interpersonal communication • opportunities for school and community service • development of interpersonal relationships • opportunities for experiential learning • opportunities to compete in student events on local, state, and national levels • access to professional information and opportunities • opportunities for career development. 	SE: 2.2
	Explanation of responsibilities should include <ul style="list-style-type: none"> • contributory participation in the student organization as a student and in professional/civic organization activities as an adult • display of appropriate conduct in all activities 	

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	and events related to the student organization and professional/civic organizations.	
Task Number 33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.	Demonstration should include contributory participation in activities such as meetings, fundraising projects, school and community-service projects, and competitive events.	
Task Number 34 Identify Internet safety issues and procedures for complying with acceptable use standards.	Identification should include the following <ul style="list-style-type: none"> • The school division's acceptable use policy • Laws and guidelines governing Internet usage, including those about copyright and file sharing • Techniques that illegitimate parties use to solicit personal information • Techniques that help protect a computer user against cyber predators • Software applications and user techniques that help protect against security attacks • Review the Virginia Department of Education guidelines for instructional programs related to Internet safety. 	SE: 4.1, CH2 EOC
Exploring Work-Based Learning		
Task Number 35 Identify the types of work-based learning (WBL) opportunities.	Identification includes <ul style="list-style-type: none"> • job shadowing • mentorship • externship • school-based enterprise • entrepreneurship • internship • service learning • clinical experience • cooperative education • Youth Registered Apprenticeship • registered apprenticeship. 	SE: 2.2
Task Number 36 Reflect on lessons learned during the WBL experience.	Reflection includes <ul style="list-style-type: none"> • workplace procedures • application of course competencies to WBL experience • new knowledge gained through the WBL experience. 	
Task Number 37 Explore career opportunities related to the WBL experience.	Exploration includes <ul style="list-style-type: none"> • listing possible careers related to this course • describing each career • determining the education and experience required • exploring job opportunities, salaries, and benefits. 	

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Task Number 38 Participate in a WBL experience, when appropriate.	Participation includes <ul style="list-style-type: none"> • an emphasis on the relationship between course competencies and the WBL experience. • adherence to workplace expectations during the WBL experience • completion of the WBL experience. 	
Balancing Work and Family		
Task Number 39 Analyze the meaning of work and the meaning of family.	Analysis should include <ul style="list-style-type: none"> • evaluating work systems and family systems (structures) • assessing characteristics of strong work and family organizations • examining the evolution of the workforce • identifying the rewards of work within and outside the family • describing the roles and responsibilities of employees and family members • determining the effects of interdependence on each member of the family • evaluating ways in which the evolution of the family life cycle affects choices and decisions • examining personal and family values. 	
Task Number 40 Compare how families affect work life and how work life affects families.	Comparison should include the financial, social, intellectual, emotional, and ethical complexities involved in work and family roles.	
Task Number 41 Identify management strategies for balancing work and family roles.	Identification should include <ul style="list-style-type: none"> • time management • prioritization of family and work responsibilities • ways to handle stress • health and safety problems • conflict resolution • family and work values • stages of the family and career life cycle. 	SE: 21.3
Exploring the Past, Present, and Future of the Hospitality, Tourism, and Recreation Industries		
Task Number 42 Cite historical events in the development of the hospitality, tourism, and recreation industries.	Citation of significant events should include types of hospitality services offered by <ul style="list-style-type: none"> • ancient Greece and Rome • public houses of the Middle Ages • 18th and 19th century American inns and hotels • modern facilities of today. 	SE: 1.2
Task Number 43 Research the leaders and innovators who shaped the modern hospitality, tourism, and recreation industries.	Research should include how certain individuals influenced <ul style="list-style-type: none"> • the political situation of his/her day • advancement in technology • social conditions. 	SE: 1.2

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Task Number 44 Analyze the definition and product of the hospitality, tourism, and recreation industries.	Analysis should include determining the <ul style="list-style-type: none"> • service performed or the product purchased (service is both the mission and the product of the hospitality industry) • items and personnel that enable consumers to benefit from those goods and/or services • the hospitality industry's two-fold purpose: to satisfy the physical and psychological expectations of guests. 	SE: 1.1, 1.3, CH1 EOC, 3.2
Task Number 45 Identify safety, security, and environmental awareness issues.	Identification should include <ul style="list-style-type: none"> • disaster planning and emergency preparedness (e.g., hurricanes, acts of terrorism) • facility sanitation standards • food safety, handling, and storage • green technology (e.g., car charging stations), policies, cleaning agents, and recycling • guest, worker, and facility security • personal safety when traveling to foreign countries. 	SE: 2.3, 6.3, 7.2, 8.2, 8.3, 8.4, 8.5, CH8 EOC, 9.3, 9.4, 9.5, CH9 EOC, 11.2, 12.1, 12.2, 12.3, 12.4, 12.5, CH12 EOC, 17.1, 17.2, 18.2, 21.3, CH21 EOC
Task Number 46 Research energy efficiency, conservation, sustainability, and green technologies issues.	Research should document the standard practices that the industry is using to conserve resources, focusing on <ul style="list-style-type: none"> • water and energy conservation • alternative fuel use • facility design • waste management. 	SE: 7.5, CH7 EOC, 8.4, 13.1
Task Number 47 Identify global and local economic issues and trends that affect the hospitality, tourism, and recreation industries.	Identification of concerns should include <ul style="list-style-type: none"> • inflation outcomes • unemployment • recession • population migration and change • global unrest and terrorism • natural disaster/weather. 	SE: 1.2, CH1 EOC, 3.4, 4.4, 8.1, 8.2, CH8 EOC, 13.1, CH13 EOC, 18.1, 18.2, 21.6
Task Number 48 Analyze the influence of technological advancements.	Analysis should include the impact of <ul style="list-style-type: none"> • technology • robotics • telecommunications • property-management systems • emerging equipment and materials concerns • job elimination • artificial intelligence. 	SE: 1.2, 1.5, CH1 EOC, 3.2, CH3 EOC, 4.2, 5.1, 5.3, CH5 EOC, 6.4, 7.3, 9.4, CH9 EOC, 11.1, 13.1, CH13 EOC, CH14 EOC, 17.2, CH17 EOC, CH20 EOC, 23.1
Task Number 49 Predict future outcomes based on current trends in the hospitality, tourism, and recreation industries.	Predictions should be based on <ul style="list-style-type: none"> • international and multinational influences • cultural diversity • consumer preferences • trends in leisure choices • laws and regulations/policies • age of population • pandemics/disease 	SE: 2.2, 13.1, 18.2, CH19 EOC, 20.2, 23.4, 23.1, 23.6

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	<ul style="list-style-type: none"> • threat of terrorism • technology • environmental changes. 	
Exploring Recreation, Leisure, and Themed Services Industries		
<p>Task Number 50 Identify recreation, leisure, and themed services programs and events.</p>	<p>Identification should include</p> <ul style="list-style-type: none"> • health and fitness interests • sightseeing tours • cultural exchanges • educational and aesthetic experiences • dining • shopping • sporting events • specific personal interests • civic/philanthropic events • corporate retreats/team building. 	<p>SE: 1.4, 5.1, 10.1, 14.1, 15.1, 17.1, 17.2, 18.1, 19.2, 20.2</p>
<p>Task Number 51 Define the roles, responsibilities, benefits, and limitations of recreation, leisure, and themed services jobs.</p>	<p>Definition of each career should include</p> <ul style="list-style-type: none"> • description of the roles, duties, and responsibilities of professionals • explanation of the benefits of working as a professional • summary of the working conditions, including time commitment, encountered • income expectations • career advancement opportunities • present and projected demand for workers on the local, state, and national levels. 	<p>SE: 2.1, 2.2, 2.4, 4.2, 14.2, 18.2, 18.3, 20.4</p>
<p>Task Number 52 Identify education and training requirements for selected entry-level, technical, and professional jobs.</p>	<p>Identification should include</p> <ul style="list-style-type: none"> • descriptions of selected career pathways within the industry • education and training required for entry into different careers within the industry • ways to obtain the education and training required • ways to gain entry and experience in the field • specialized training requirements (e.g., emphasis, style, and brand) per employer • credentials. 	<p>SE: 2.1, 2.2, 2.3, 2.4, CH2 EOC, 4.2, 5.3, 5.4, 10.3, 14.2, 18.3, 20.4, 21.3</p>
<p>Task Number 53 Research recreation, leisure, and themed services opportunities.</p>	<p>Research should include using resources such as</p> <ul style="list-style-type: none"> • chamber of commerce • visitors' bureau • travel guides and travel sites • historical archives. 	<p>SE: 5.2, 18.1, 22.5</p>
Exploring the Travel and Tourism Industry		
<p>Task Number 54 Define the travel and tourism industry.</p>	<p>Definition should include</p> <ul style="list-style-type: none"> • travel agencies • tour operations • transportation businesses • interpreters and support personnel • restaurants 	<p>SE: 5.1, 10.1, 16.1, 17.1, 18.1</p>

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	<ul style="list-style-type: none"> • hotels • themed services • entertainment and attractions. 	
Task Number 55 Describe the relationship of hospitality to the travel and tourism industry.	Description should include <ul style="list-style-type: none"> • the differences between the travel, tourism, and hospitality industries • their interdependence. 	SE: 1.1, 1.2, 1.4, 16.1, 17.1
Task Number 56 Define roles, responsibilities, benefits, and limitations of selected job and career opportunities.	Definition of each career should include <ul style="list-style-type: none"> • description of the roles, duties, and responsibilities • explanation of the career benefits and disadvantages • summary of the working conditions, including time commitment • income expectations • career advancement opportunities • present and projected demand for workers on the local, state, and national levels. 	SE: 2.1, 2.2, 2.3, 2.4, CH2 EOC, 4.2, 5.3, 5.4, 10.3, 14.2, 18.3, 20.4, 21.3
Task Number 57 Research education and training requirements for entry-level, technical, and professional jobs in the travel industry.	Research should include <ul style="list-style-type: none"> • descriptions of selected career paths • education and training required for entry into different careers • ways to obtain the education and training required • ways to gain entry and experience • certifications. 	SE: 2.1, 2.2, 2.4, 4.2
Task Number 58 Plan a trip from the planner's side and from the provider's side.	Plan should include <ul style="list-style-type: none"> • the booking/reservation process • transportation needs • entertainment preferences • lodging preferences • dining preferences • budgeting for all the above, including gratuities, fees, and tolls • insurance purchase. 	SE: CH16 EOC
Task Number 59 Compare modes of transportation.	Comparison should include <ul style="list-style-type: none"> • commercial air travel (e.g., airlines) • commercial water travel (e.g., ocean lines) • commercial rail • personal automobile • bus, taxi, or other car service (limousine, ride-sharing services). 	SE: 16.1
Exploring the Lodging Industry		
Task Number 60 Compare classifications of lodging operations.	Comparison should include <ul style="list-style-type: none"> • full-service hotels • convention centers • luxury hotels • resort hotels • cruise ships/luxury boats/yachts 	SE: 5.1, 5.2

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	<ul style="list-style-type: none"> • condominiums • extended-stay hotels • budget hotels • bed and breakfast operations • lodges • campgrounds and recreational vehicle (RV) parks • hostels • private lodging rentals (e.g., AirBnB and VRBO). 	
<p>Task Number 61 Define roles, responsibilities, benefits, and limitations of selected job and career opportunities.</p>	<p>Definition should include</p> <ul style="list-style-type: none"> • description of the roles, duties, and responsibilities • explanation of benefits and disadvantages in this career • summary of the working conditions, including time commitment • income expectations • career advancement opportunities • present and projected demand for workers on the local, state, and national levels. 	<p>SE: 2.1, 2.2, 4.2, 14.2, 18.2, 18.3, 20.4</p>
<p>Task Number 62 Identify education and training requirements for entry-level, technical, and professional jobs.</p>	<p>Identification should include</p> <ul style="list-style-type: none"> • descriptions of selected career paths • education and training required for entry into different careers • ways to obtain the education and training required • ways to gain entry and experience • certifications • internships/apprenticeships. 	<p>SE: 2.1, 2.2, 4.2, 14.2, 18.2, 18.3, 20.4</p>
<p>Task Number 63 Plan the consumer experience within the stages of a guest cycle of service at a lodging property.</p>	<p>Planning should be based on property type and include points of contact by job and location within property and service expectations at each of the following stages:</p> <ul style="list-style-type: none"> • Pre-arrival • Arrival • Occupancy • Departure 	<p>SE: 3.2, 6.2, 6.3, 6.4</p>
<p>Exploring the Food and Beverage Industry</p>		
<p>Task Number 64 Describe the food service industry.</p>	<p>Description should include services offered by the following types of restaurants:</p> <ul style="list-style-type: none"> • Quick-service restaurants, including fast food, cafeterias, buffets, and carryout restaurants • Full-service restaurants, including fine dining and casual dining • Hotel and club food service • Catering • Concessions as part of a recreational or entertainment business • Food services located in transportation centers like airports 	<p>SE: 10.1, 10.4, 10.5, 10.6</p>

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	<ul style="list-style-type: none"> • In-transit food service on airplanes, trains, and cruise ships • Food service located within another business, such as inside shopping malls <p>Description should also include services offered by the following:</p> <ul style="list-style-type: none"> • Schools • Hospitals • Healthcare facilities • Places of employment • Prisons • Military bases 	
<p>Task Number 65 Define the roles, responsibilities, benefits, and limitations of selected job and career opportunities.</p>	<p>Definition should include</p> <ul style="list-style-type: none"> • description of the roles, duties, and responsibilities of professionals • explanation of the benefits and disadvantages • summary of the working conditions, including time commitment • income expectations • present and projected demand on the local, state, and national levels. 	<p>SE: 2.1, 2.2, 4.2, 14.2, 18.2, 18.3, 20.4</p>
<p>Task Number 66 Research education and training requirements for entry-level, technical, and professional jobs.</p>	<p>Research should include</p> <ul style="list-style-type: none"> • descriptions of selected career paths • education and training required for entry into different careers • ways to gain entry and experience certifications • apprenticeships/internships. 	<p>SE: 2.1, 2.2, 4.2, 14.2, 18.2, 18.3, 20.4</p>
<p>Exploring Career Skills for the Hospitality, Tourism, and Recreation Industries</p>		
<p>Task Number 67 Explain the importance of professional communication skills to the hospitality industry.</p>	<p>Explanation should include communication techniques (e.g., verbal, nonverbal, and written), customer service and coworker expectations, etiquette, and policies and laws applicable to working with the following groups:</p> <ul style="list-style-type: none"> • General population • Special needs populations • Culturally diverse populations • Supervisors/managers/administrative personnel • Human resources 	<p>SE: 4.2, 4.3, 21.2, CH6 EOC</p>
<p>Task Number 68 Write a personal career plan.</p>	<p>Writing a plan should include</p> <ul style="list-style-type: none"> • employment goals and ideals • a timeline • entry-level job options • anticipated salary and promotions • anticipated career progression (jobs/positions leading to career goal/ideal) • anticipated working conditions • required education and training • required certifications, licenses, or credentials. 	<p>SE: 2.4, CH2 EOC</p>

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Task Number 69 Prepare a résumé and a job application.	Preparation should include information such as <ul style="list-style-type: none"> • educational background • work history • honors and awards • membership in club and/or community activities, leadership positions held, and community service. 	SE: 2.4, CH2 EOC
Task Number 70 Identify the importance of professionalism, professional appearance, and hygiene practices in the industry.	Identification should include <ul style="list-style-type: none"> • dress code • policies on body art and piercings • personal hygiene and grooming • on-the-job hygiene (e.g., hand washing) 56 • cultural diversity • legal restrictions and policies • etiquette. 	SE: 4.2, 4.3, 4.4
Task Number 71 Participate in a mock job interview.	Participation should give students the opportunity to practice interviewing skills. Students should assume a variety of roles to illustrate behaviors both desirable (e.g., professional dress, maintaining eye contact, and asking informed questions) and undesirable (e.g., speaking too softly, failing to answer questions completely).	SE: 2.4, CH2 EOC