
Wisconsin Youth Apprenticeship
HOSPITALITY, LODGING, AND TOURISM
PROGRAM GUIDE



Department of Workforce Development

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HOSPITALITY, LODGING, AND TOURISM YOUTH APPRENTICESHIP PROGRAM GUIDE

Description

The Leisure and Hospitality industry is rapidly expanding as more people are able to experience international travel. All over the world, better equipped and more lavish hotels, resorts, tours, events and attractions are attracting even more willing travelers for business or pleasure. Leisure and Hospitality sector makes up about 9.0 percent of all employment in Wisconsin. It is projected that Leisure and Hospitality will grow by 11.5 percent between 2006 and 2016 (compared to 8.0 percent overall growth rate in the state's employment), adding 29,640 new jobs to the state's economy. Accommodation and Food Services industry, a sub-sector of Leisure and Hospitality sector, is projected to grow by 11.5 percent between 2006 and 2016, creating 25,700 jobs in Wisconsin (Source: 2006-2016 Wisconsin Projections, Office of Economic Advisors, DWD)

Nationally, Leisure and Hospitality sector makes up about 9.5 percent of all employment. The sector is projected to grow by 14.3 percent between 2006 and 2016 (compared to 10.4 percent overall growth rate in the country's employment), adding 1.87 million new jobs to the country's economy. Accommodation and Food Services industry, a sub-sector of Leisure and Hospitality sector, is projected to grow by 11.4 percent between 2006 and 2016, creating 1.28 million jobs in the U.S. (Source: U.S. Bureau of Labor Statistics).

The Hospitality, Lodging, and Tourism Youth Apprenticeship Program was designed with the needs of employers in mind. Employers have expressed concern finding workers who possess basic "soft-skills," which is often a prerequisite for success in a customer service-oriented field. Additionally, hospitality careers are stereotyped as low-wage and entry-level with little opportunity for advancement. Faced with a shrinking pipeline of workers, this program was revised with representatives from hospitality, lodging, and tourism services associations to meet the needs of you, our hospitality, lodging, and tourism employers.

By working with the Hospitality, Lodging, and Tourism Youth Apprenticeship Program you make an investment in the young people in your community. You will have a dependable recruitment pipeline to an entry level workforce that can be used to increase workforce diversity and provide supervisory opportunity for staff. You will be directly involved in the economic development efforts of your community as well as become a part of the creation of highly skilled workers, an excellent point in any public relations marketing.

Wisconsin Youth Apprenticeship (YA) is a rigorous program that combines academic and related technical classroom instruction with mentored on the job learning for high school students. By training youth apprentices, employers play an active role in shaping the quality of their future workforce, improving the skill level of potential workers, and enhancing their competitive positioning in the marketplace. Employers, school districts, local consortiums, parents, and potential YA students are referred to the Youth Apprenticeship Program Operations Manual for general YA Program requirements.

Objective

The Wisconsin Hospitality, Lodging, and Tourism YA Program is designed to provide students with a working understanding of core employability and hospitality and tourism services skills, as well as occupationally specific skills that serve as the standard for occupational pathways in

the Hospitality and Tourism industry. This program provides the framework for educators and industry to work together to produce work-ready, entry-level employees that will compete favorably in a global market, as well as, provide for post-secondary educational advancement while integrating work-based learning in the school and worksite.

The following features distinguish a YA Program from other similar youth school to work programs.

- Level Two Youth Apprenticeship is a two-year program for high school juniors and seniors with an interest in a particular field; i.e., hospitality and tourism services. One-year Youth Apprenticeship Programs are also available to pursue.
- Youth apprentices, parents, employers, YA program coordinators, and school districts enter into a written agreement approved by the Department of Workforce Development.
- Statewide skills are established by the industry, making the youth apprentice skill set more relevant to the state's employers.
- Youth apprentices are trained at the worksite by skilled mentors and are paid minimum wage or better for their work. Students average 10-15 hours/week.
- Youth apprentices receive a high school diploma and a Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) at graduation.
- Youth apprentices may receive advanced standing credit and/or transcribed credit for the YA Program at a Wisconsin Technical College and/or at some four year colleges. See **Appendix F** for current details.
- Statewide skill standards focus on skills and knowledge needed by employers for entry level employment in the hospitality and tourism industry.

Students apply and are interviewed by hospitality and tourism industry employers for positions in the Hospitality, Lodging, and Tourism YA Program. The state approved skill standards and program guide for the Hospitality, Lodging, and Tourism YA Program are used in both the classroom instruction and worksite learning. If the local school district is unable to provide the related technical classroom instruction courses, they may contract with their local technical college or employer practitioners to do so.

The skill standards are competency based. Competencies are performance-based outcome statements of occupational related skills defined by representatives of hospitality, restaurant, and lodging worksites throughout Wisconsin and aligned with national skill standards. The competencies in the program include many of the standards and knowledge statements outlined in the National States' Career Cluster Skill Standards for Hospitality and Tourism, www.careerclusters.org, the Secretary's Commission on Achieving Necessary Skills (SCANS), the American Hotel and Lodging Educational Institute's Lodging Management Program (www.ei-ahla.org), and the National Restaurant Association ProStart® program (<http://www.nraef.org/prostart/>).

The competencies will be taught at the worksite in combination with supportive, related technical classroom instruction. While the skill competencies are established statewide, program implementation and oversight occurs through local consortium committees to assure local needs are met.

Target Population

This program is applicable for a student who has expressed an interest in a customer service, culinary arts, travel, tourism, lodging, or business management career. This program makes for an attractive career option for students with a strong desire to work with many different people in travel and leisure services. All students successfully meeting current high school graduation requirements and with a good attendance record for that year are encouraged to apply for the Hospitality, Lodging, and Tourism Youth Apprenticeship (YA) Program. The student must apply to the program in the year previous to program entry and be on track toward fulfilling high school graduation requirements in their school district. **SEE Appendix G** for students entering or continuing the Hospitality, Lodging, and Tourism YA Program in 2008.

Hospitality and Tourism industries comprise establishments engaged in a number of travel and leisure activities, ranging from simple dinners out to visits to attractions, museums, amusements and parks to travel for vacations, business, and visits to friends and relatives. Furthermore, all hospitality and tourism service workers need to possess good customer service skills. The Hospitality, Lodging, and Tourism YA program was structured to require industry-wide foundational skills and industry-specific technical skills.

All Youth Apprentices must complete the core hospitality and tourism foundational knowledge competencies consisting of competencies in employability skills, customer service, safety, security, and basic hospitality and tourism fundamentals. The Required Skill competencies may be completed concurrently with the specific technical skills.

The hospitality, lodging, and tourism services - specific technical skill competencies can be chosen based on interest and job placement in food service, lodging, event planning, and marketing provided they are allowable by DWD Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws.

Potential Hospitality, Lodging, and Tourism youth apprentices will be required to complete a minimum of 450 work hours with 180 hours (2 semesters) of related technical classroom instruction for a Level One (1-year) Hospitality, Lodging, and Tourism YA Program or a minimum of 900 work hours with 360 hours (4 semesters) of related technical classroom instruction for a Level Two (2-year) Hospitality, Lodging, and Tourism YA program.

Hospitality, Lodging, and Tourism YA students are required to perform all of the Core and Safety/Security skills for EACH UNIT they enroll in. **Level One (one year)** YA students are to choose additional competencies from a MINIMUM of TWO Units. **Level Two (two year)** YA students are to complete competencies from a MINIMUM of FOUR Units.

Hospitality, Lodging, and Tourism Pathways

1. Restaurant & Food/Beverage Services-

- Food & Beverage Services – Dining Area
- Food & Beverage Services – Kitchen Area
- Maintenance & Grounds
- Marketing & Sales
- Meetings & Events

Several different dining room and kitchen specialty tasks will be performed in a restaurant with dine-in seating and meeting/banquet service.

2. Lodging-

- Front Office
- Housekeeping
- Lodging Management (Year Two ONLY)
- Maintenance & Grounds
- Marketing & Sales
- Meetings & Events

Task choices which include front desk operations, housekeeping, marketing, meetings and events, and grounds keeping will be available in this pathway at a lodging institution.

NOTE: Switching between pathways is allowable provided that the student does NOT repeat the same UNIT in another Pathway. Any exception requests should be forwarded to the Department of Workforce Development Youth Apprenticeship state coordinator.

Hospitality, Lodging, and Tourism YA Program Responsibilities

The following responsibilities are outlined for individuals involved in the Hospitality, Lodging, and Tourism YA Program.

Students –

1. Maintain academic skills and attendance at the high school to remain on track for high school graduation.
2. Participate in progress reviews as scheduled.
3. Exhibit maturity and responsibility to meet requirements of employment as designated by the employer.

Parents or Guardians-

4. Ensure that adequate transportation is available to and from the worksite.
5. Participate in student progress reviews as scheduled.

School District-

6. Recruit students and coordinate student enrollment in the program with the consortiums and/or employers.
7. Integrate the YA Program related technical classroom instruction and worksite training into the student's overall education program with high school graduation credit issued for each semester successfully completed.
8. Participate in student progress reviews as scheduled.

YA Program Coordinators-

9. Apply and maintain approval from the DWD to operate a YA Program.
10. Ensure a minimum of 450 hours of worksite instruction/experience plus a minimum of 180 hours of related technical classroom instruction for each one year YA program.
11. Establish and meet regularly with an advisory committee that will identify when and where tasks will be taught during the Hospitality, Lodging, and Tourism YA Program.
12. Develop and maintain a yearly commitment with participating high schools, technical colleges, and local businesses to accommodate the number of students involved in the Hospitality, Lodging, and Tourism YA Program.
13. Establish and maintain a YA student grievance procedure.
14. Provide employer mentor training.

Related Technical Classroom Instruction Faculty-

15. Qualify in the specialty areas being taught in the YA Program.

Employers and Worksite Mentors-

16. SEE **Appendix B** – Hospitality, Lodging, and Tourism YA Implementation Guide for Employers.
17. Participate in a mentor training session and provide on the job training of the Youth Apprentices.

Department of Workforce Development-

18. Monitor national and state regulatory agencies, such as OSHA, for changes and impact on the Hospitality, Lodging, and Tourism Youth Apprenticeship Program.

Program Guide Organization

The competencies included in the program guide are aligned with the skills required under the National States' Career Cluster Skill Standards (<http://www.careerclusters.org/>) for the Hospitality and Tourism Career Cluster, the Secretary's Commission on Achieving Necessary Skills (SCANS), the American Hotel and Lodging Educational Institute's Lodging Management Program (www.ei-ahla.org), and the National Restaurant Association ProStart® program (<http://www.nraef.org/prostart/>).

The Hospitality, Lodging, and Tourism YA Program also requires that Related Technical Classroom Instruction is provided to support attainment of the knowledge necessary to master

the competencies. While recommendations for specific Related Technical Classroom Instruction are detailed separately in **Appendix C**, instructional requirements will vary depending on local consortium and advisory group decisions. It is strongly advised that local consortiums work with their advisory groups to determine appropriate Related Technical Classroom Instruction based on their local needs and resources.

The Youth Apprenticeship Program curriculum is written and organized according to the Worldwide Instructional Design System (WIDS) format and includes the Hospitality, Lodging, and Tourism YA Skill Standards Checklist and Course Outcome Summary (COS) for the program. Overall progress is documented on the Hospitality, Lodging, and Tourism YA Skill Standards Checklist which lists skill level achievement for each competency achieved. The COS outlines each skill competency with its corresponding performance standards and learning objectives. The Performance Standards describe the behaviors, as applicable, that employers should look for in order to evaluate the competency. The Learning Objectives outline the required content to be covered in the related technical classroom instruction. **SEE Appendix D** - Wisconsin Instructional Design System (WIDS) Format and Youth Apprenticeship Program Guide Terms and **Appendix E** - Use and Distribution of the Curriculum for further details.

Evaluation

The student must successfully complete the related technical classroom instruction and demonstrate the minimum skill level required on the Hospitality, Lodging, and Tourism YA Skill Standards Checklist for each competency according to the applicable curriculum. Worksite mentors and/or instructors use this checklist to evaluate the learner on each of the required skills. It is the responsibility of the mentor(s) to rate the students skill level on all tasks performed at the worksite.

Hospitality, Lodging, and Tourism YA Program Completion

Upon successful completion of high school and the Level Two (2 year) Hospitality, Lodging, and Tourism YA Program requirements, the youth apprentice will receive a high school diploma and the applicable Certification of Occupational Proficiency from the Department of Workforce Development indicating "Hospitality, Lodging, and Tourism Youth Apprenticeship in (Name of Specific Pathway(s)) attained. Youth Apprentices who successfully complete a Level One (1 year) Hospitality, Lodging, and Tourism YA Program and who are on track for graduation will be eligible for a Level One Certificate from the Department of Workforce Development. Furthermore, the YA students may;

1. Continue to work in the hospitality and tourism services industry.
2. Apply to a registered apprenticeship.
3. Pursue a degree or diploma from a Wisconsin Technical College with advanced standing and/or transcribed credit.
4. Apply for admission to a four-year University of Wisconsin school with high school academic elective credit for admission.
5. Go into military service.

SEE Appendix F for current agreements for post-secondary credit at Wisconsin Technical Colleges and University of Wisconsin colleges.

Appendices

Appendix A - Work Contracts, Child Labor Laws, Liability & Insurance

Appendix B - Hospitality, Lodging, and Tourism YA Implementation Guide for Employers

- Benefits to the Employer
- Role of the Employer
- Role of the Mentor
- Checklist for Program Participation
- Checklist for Program Operation
- Frequently Asked Questions
- Work Contracts, Child Labor Laws, Liability & Insurance (insert Appendix A)

Appendix C - Recommended Related Technical Classroom Instruction

Appendix D - Wisconsin Instructional Design System (WIDS) Format and Youth Apprenticeship Program Guide Terms

Appendix E - Use and Distribution of the Curriculum

Appendix F - Post Secondary Advanced Standing Credits

Appendix G - Grandfather Clause – Program Transition Guidelines

Appendix H - Hospitality, Lodging, and Tourism Skill Standards Checklist

Appendix I - Hospitality, Lodging, and Tourism YA Course Outcome Summary: Overview and Table of Contents (COS)

Appendix J- Required Skills Curriculum (Units 1-2)

Appendix K- Food & Beverage – Dining Area (Unit 3)

Appendix L- Food & Beverage – Kitchen Area (Unit 4)

Appendix M- Lodging – Front Office (Unit 5)

Appendix N- Lodging – Housekeeping (Unit 6)

Appendix O- Lodging – Management (Year Two ONLY) (Unit 7)

Appendix P- Maintenance and Grounds (Unit 8)

Appendix Q- Marketing and Sales (Unit 9)

Appendix R- Meetings and Events (Unit 10)

Appendix A

WORK CONTRACTS, CHILD LABOR LAWS, LIABILITY & INSURANCE

WORK CONTRACTS

Education Training Agreement -

Students and employers participating in an approved youth apprenticeship program must have a signed Education/Training Agreement (ETA) on file with both the school and the employer. Employers without a valid ETA may be assessed (a) double compensation in the event of injury on the job, and/or (b) fines ranging from \$25 to \$1,000 for every day without a permit for a first offense to \$250 to \$5,000 for every day without a permit for a second offense within a five year period. The Local Youth Apprenticeship Coordinator will provide the employer with a copy of the ETA. This form is also available from the Department of Workforce Development at http://dwd.wisconsin.gov/youthapprenticeship/youth_apprenticeship/forms_publication/ya_forms.htm

Work Permits -

Students and employers participating in an approved youth apprenticeship program do not need to obtain a separate work permit for the work to be performed as a part of the youth apprenticeship program, although it is highly recommended. If employers hire the youth apprentices to perform other work duties outside of their youth apprenticeship duties, a work permit will be required. Employers without a valid work permit (if applicable) may be assessed (a) double compensation in the event of injury on the job, and/or (b) fines ranging from \$25 to \$1,000 for every day without a permit for a first offense to \$250 to \$5,000 for every day without a permit for a second offense within a five year period.

CHILD LABOR LAWS

Youth apprentices enrolled in approved youth apprenticeship programs and their employers are subject to all state and federal child labor laws regarding the employment of minors. The Department of Workforce Development (DWD) will review all statewide youth apprenticeship curriculum for compliance with the child labor laws and will clarify the laws whenever necessary to allow for program implementation. Youth apprentices are allowed to work in some prohibited occupations because they meet the criteria of "student learner" as defined in the law, but they are not exempt from the child labor laws by virtue of being enrolled in a youth apprenticeship program. Students and employers must comply with child labor laws with regard to daily/weekly hours, time of day, employment, etc.

While DWD can interpret the law, DWD cannot exonerate employers from liability should an accident occur on the job which results in injury to an employee and a subsequent lawsuit. Determining liability for an accident can only be settled in a court of law. DWD can assure employers that they will not be cited (by DWD) for illegally employing a minor in a prohibited

occupation as long as the students are enrolled in a DWD approved youth apprenticeship program and a signed Education/Training Agreement is on file with both the student's high school and the employer. This means that employers will not be assessed treble fines should an injury occur which results in the employer being cited.

Readers should refer to DWD 270.12 and 270.14 [Child Labor Laws](#) for descriptions and definitions of the occupations or activities which are normally prohibited to minors.

Youth apprentices who are 16-17 years old may operate the following light power driven machinery without meeting the student learner criteria:

Mowers, tractors, snow blowers, electric clippers, sod cutters, non-powered pruning saws, drill presses, grinder wheels, lathes and portable power-driven machinery such as drills, sanders and floor maintenance equipment such as polishers and scrubbers. Powered pruning shears MAY NOT be operated until age 18.

Twin-axle vehicles and motor vehicles -

16 year old students CANNOT be operated on public roadways at all. 17 year old students may on an incidental basis operate a motor vehicle under 6,000 pounds gross vehicle weight on a public roadway during daylight hours. It is recommended that the employer consult with their insurance company before allowing any motor vehicle operation by a minor.

The ***student learner exception*** limits the minor to using hazardous equipment on an **incidental basis** [less than 5% of their work time] and only occasionally [can't be a regular part of their job]. For example, the student learner exception works better in a job like carpentry where most of the work is acceptable but once in a while you might need the minor to use a saw to cut a piece to fit.

Student Learner Criteria -

In order to be considered a student learner, youth apprentices must meet the following criteria:

1. They are enrolled in a youth apprenticeship program approved by DWD;
2. They are enrolled in school and receiving school credit for program participation;
3. They receive appropriate safety instruction at the school and at the workplace;
4. The work performed is under direct and close supervision of a qualified and experienced person;
5. The work performed in any occupation declared hazardous is incidental to their training and is for intermittent and short periods of time (refer to DWD 270.14(3)(c)1; and
6. There is a schedule of organized and progressive work processes to be performed on the job (i.e. the worksite is following the state curriculum);

Hours of Work -

The hours an apprentice spends working in the program *during* the hours school is in session during the day DO NOT COUNT towards the limitation on total hours a minor may work. See the DWD [Child Labor](#) web site for applicable hours and times of the day that minors may work in Wisconsin.

LIABILITY AND INSURANCE

As employees of the company, youth apprentices are covered by worker's compensation in the event of injury on the job. Employers should review their specific liability coverage to ensure there are no restrictions on employing minors and/or on coverage of minors operating particular machinery. Schools are not allowed to cover youth apprentices through their own workers' compensation policy while the youth apprentice is an employee of the local business.

As stated previously, DWD and/or local schools cannot exonerate employers from liability if a youth apprentice is injured on the job and a subsequent lawsuit is filed against the employer. Determining liability for an accident can only be settled in a court of law and will be based on the specific circumstances for each case. It is important that a signed ETA be on kept on file by both the school and the employer to ensure that employers will not be cited for illegally employing a minor in a prohibited occupation.

General Liability –

An employer is liable for the service provided at their facility. In general an employer has adequate general liability and workers compensation coverage, no additional liability is required as a result of the Youth Apprenticeship program. However, before participating in the program, an employer may wish to consult with their insurance carrier.

Transportation –

In general, the party responsible for transportation is liable in case of an accident. Youth apprentices responsible for their own transportation to and from the worksite are responsible for their own insurance. In instances where the school provides transportation for the youth apprentices, the school is responsible for insurance coverage. Only if the facility provides transportation to and from work for the youth apprentice is the facility responsible for this insurance coverage.

Workers Compensation –

Once a youth apprentice becomes a paid employee they must be covered by the employer's workers compensation coverage.

Unemployment Compensation –

If a youth apprentice is enrolled full-time in a public educational institution and receives school credit for their participation in the YA program, then they are NOT eligible to file for

unemployment compensation from the employer. Youth apprentices who do NOT meet this criteria may be eligible for unemployment compensation benefits.

Worker Displacement –

No employer may hire a youth apprentice who will displace any currently employed worker, including a partial displacement, such as reduction in the hours of non-overtime work, wages, or employment benefits.

Layoffs/Strikes –

A youth apprentice cannot be hired when any other individual is on temporary layoff, with the clear possibility of recall, from the same or equivalent job OR if the employer has terminated the employment of any regular employee, or otherwise reduced the workforce, with the intention of filling the vacancy created with a youth apprentice. Local bargaining units should determine the status of youth apprentices already working in the facility in the event of a layoff. Youth apprentices may be laid off or transferred to work areas to take the place of laid off workers. Child labor laws prohibit youth apprentices from working in a company where a strike or lockout is in active progress.

Collective Bargaining Agreements –

The youth apprenticeship program should not impair existing contracts for services or collective bargaining agreements. Any youth apprenticeship program that would be inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved.

Appendix B

Wisconsin Hospitality, Lodging, & Tourism Youth Apprenticeship Implementation Guide for Employers

BENEFITS TO THE EMPLOYER

The Leisure and Hospitality industry is rapidly expanding as more people are able to experience international travel. All over the world, better equipped and more lavish hotels, resorts, tours, events and attractions are attracting even more willing travelers for business or pleasure. Leisure and Hospitality sector makes up about 9.0 percent of all employment in Wisconsin. It is projected that Leisure and Hospitality will grow by 11.5 percent between 2006 and 2016 (compared to 8.0 percent overall growth rate in the state's employment), adding 29,640 new jobs to the state's economy. Accommodation and Food Services industry, a sub-sector of Leisure and Hospitality sector, is projected to grow by 11.5 percent between 2006 and 2016, creating 25,700 jobs in Wisconsin (Source: 2006-2016 Wisconsin Projections, Office of Economic Advisors, DWD)

The Hospitality, Lodging, and Tourism Youth Apprenticeship Program was designed with the needs of employers in mind. Employers have expressed concern finding workers who possess basic “soft-skills,” which is often a prerequisite for success in a customer service-oriented field. Additionally, hospitality careers are stereotyped as low-wage and entry-level with little opportunity for advancement. Faced with a shrinking pipeline of workers, this program was revised with representatives from hospitality, lodging, and tourism services associations to meet the needs of you, our hospitality, lodging, and tourism employers.

By working with the Hospitality, Lodging, and Tourism Youth Apprenticeship Program you make an investment in the young people in your community. You will have a dependable recruitment pipeline to an entry level workforce that can be used to increase workforce diversity and provide supervisory opportunity for staff. You will be directly involved in the economic development efforts of your community as well as become a part of the creation of highly skilled workers, an excellent point in any public relations marketing.

A unique opportunity and added incentive for participation in the Hospitality, Lodging, and Tourism Youth Apprenticeship Program for both the employer and the student is that the competencies are directly aligned with national occupational skill standards recognized by the National States' Career Cluster Skill Standards in Hospitality and Tourism, <http://www.careerclusters.org/>, the Secretary's Commission on Achieving Necessary Skills (SCANS), the American Hotel and Lodging Educational Institute's Lodging Management Program (www.ei-ahla.org), and the National Restaurant Association ProStart® program (<http://www.nraef.org/prostart/>).

Employers also play an active role in improving the quality of the future workforce by helping develop skill standards geared to hospitality, lodging, and tourism needs, reducing employee turnover by hiring program graduates, supporting program graduates as they continue their education in post-secondary settings, raising the interest of other employees in education and training, and increasing the potential for teamwork and flexibility in work sharing. One employer noted, “Youth Apprenticeship has been valuable to our company because participating in apprenticeship training allows you to develop employees who are not only trained to this particular industry’s standards but who also understand your specific workplace.”¹

ROLE OF THE EMPLOYER

The work-based learning component of the Youth Apprenticeship Program is the **primary** method for teaching the required competencies. The local business becomes an extension of the classroom for the youth apprentice. The related classroom instruction is intended to *support* the work-based learning experience by providing theoretical knowledge and, when needed, providing appropriate skill development. The work-based learning component is designed to provide an on-the-job learning environment for students by being “apprenticed” to an experienced mentor.

As an employer of a youth apprentice, you will be responsible for the following:

Student Selection

Review employment applications, interview candidates, and select the student(s) they want to hire. New Employee Orientation is provided by you according to your facility’s Human Resources policies.

Wages

Youth apprentices must receive minimum wage or higher. A pay schedule is agreed upon with the employer, local YA coordinator and the student. Most employers grant periodic raises dependent upon performance or length of employment.

Workers Compensation

Once a youth apprentice becomes a paid employee they must be covered by the employer’s workers compensation coverage. Other benefits may be provided at the discretion of the employer.

Education/Training Agreement (ETA)

Employers must sign and comply with the requirements in the ETA, and have a copy on file. See *Appendix A “Work Contracts, Child Labor Laws, Liability & Insurance”* for more detail.

¹ Employer comments taken from June 2007 Youth Apprenticeship survey distributed through 34 state of Wisconsin consortiums under a Department of Workforce Development Grant, June 2007 – December 2007, University of Oshkosh- Center for Career Development & Employability Training, Oshkosh, WI.

Work Permits

See *Appendix A* for more detail.

Child Labor Laws

Employers must ensure that the work of any student at their worksite is allowed by Child Labor Laws and is under the direct and close supervision of a qualified and experienced person. Students must be provided with adequate safety training both in the school and at the worksite. All Hospitality, Lodging, and Tourism Youth Apprenticeship skill standards competencies have been reviewed by the Wisconsin Department of Workforce Developments Labor Standards Bureau and are in compliance with the child labor rules. See *Appendix A* for more detail.

Unemployment Compensation

YA students are typically not eligible for unemployment compensation from the employer. See *Appendix A* for more detail.

Job Performance

Employers review, evaluate, and report on the youth apprentice's job performance approximately every nine weeks to ensure they are learning the required competencies. Mentors are expected to participate in progress reviews with the apprentice, school staff and/or Youth Apprenticeship instructors, and parent(s)/guardian(s).

Worksite Hours

Employers must provide for the youth apprentice to meet the following work requirements:

Youth Apprentices in a Level Two (2-year) program must complete a *minimum* of 900 hours of work-based learning while they are enrolled in the program. At least 500 hours of the required minimum work-based learning hours must take place when related classes are being held, so that classroom instruction can be integrated with worksite learning.

Youth apprentices in a Level One (1 year) program must complete a *minimum* of 450 hours of work based learning while they are enrolled in the program. At least 250 hours of the required minimum work-based learning hours must take place when related classes are being held, so that classroom instruction can be integrated with worksite learning.

Youth apprentices may work *more* than the required minimum hours throughout the program as long as they do not exceed the daily or weekly hours allowable under the child labor laws.

Training to Competencies

The employer is responsible for providing the worksite training required to meet the skills standard competencies specified in the applicable Hospitality Area. This requirement means that while the youth apprentice may be hired under one particular job function, he/she must be allowed to rotate and perform other functions in other

departments to meet competencies if some of them are not normally a part of that job function.

Mentors

Employers assign worksite mentors to supervise and train youth apprentices. They also allow the mentors to attend special training classes provided by the local YA consortium to become successful mentors of high school apprentices.

See “Role of Mentors” below for more detail.

Organized Labor

Usually the Hospitality, Lodging, and Tourism Youth Apprenticeship is considered an educational activity rather than a job classification/position status. However, the youth apprenticeship program should not impair existing contracts for services or collective bargaining agreements. Any youth apprenticeship program that would be inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved. If youth apprentices will be working in areas covered by labor agreements, organized labor must be involved to approve the program at the worksite.

See *Appendix A* for more detail.

ROLE OF THE MENTOR

Workplace mentors are one of the most critical elements which often determine the success of a youth apprenticeship. One mentor may work with more than one youth apprentice at a worksite, and the mentor may assign multiple “trainers” to instruct the youth apprentice while they rotate among various departments.

Effective Mentor Qualifications

- Experience working with adolescents either on the job, through family, or through outside activities.
- Effective teaching/training skills with adults and/or youth.
- Highly skilled in the area in which the youth apprentices will be trained.
- Good communication skills in the workplace.
- Knowledge of and commitment to the Hospitality, Lodging, and Tourism Youth Apprenticeship program.

Mentor Responsibilities

- Develop a cooperative training schedule for the youth apprentice to ensure performance of the required work-based skills.
- Work with instructors to coordinate the application of classroom learning objectives to the worksite.
- Communicate regularly with the school, YA coordinator, and the instructor to ensure work-based learning objectives are being met.
- Demonstrate tasks to youth apprentices and explain their importance.
- Identify other trainers appropriate to train youth in the required competencies.

- Evaluate the youth apprentice’s progress on a regular basis and document achievements and skills.
- Meet with the student, the student’s parent(s)/guardian(s), and school staff and/or YA instructor at least once each grading period to review and update them on the student’s progress.
- Provide encouragement, support, and direction about the work site culture and skills.
- Help the youth apprentice build self-confidence and self-esteem.
- Be alert to personal problems that may affect the apprentice’s work performance and guide them to seek help from appropriate sources.
- Attend mentor training workshops and mentor meetings.

Obtain additional resources for mentoring guidance from your YA coordinator. Materials are also available through the [Department of Public Instruction](#) website.

CHECKLIST FOR PROGRAM PARTICIPATION

The following checklist will help you to participate in a Youth Apprenticeship (YA) Program. Youth Apprenticeship coordinators are available to meet at your location to facilitate any phase of the YA program.

- Discuss the YA program with the local partnership that offers Youth Apprenticeship Programs.
- Consult with the management team of your organization and union officials, if applicable.
- Obtain approval from appropriate organization officials to hire youth apprentices.
- Identify mentors and arrange for mentor training through your local YA Coordinator.
- Interview YA candidates for the program.
- Select youth apprentice(s).
- Sign Education/Training Agreement (ETA).
- Secure a Work Permit form.
- Orient your new youth apprentice to the workplace according to your organization’s Human Resources policies.

CHECKLIST FOR PROGRAM OPERATION

The following checklist will help ensure continued operation of the Youth Apprenticeship (YA) Program.

- Provide worksite training according to the Hospitality, Lodging, and Tourism Youth Apprenticeship Area curriculum.
- Participate in progress reviews with youth apprentices, school staff and/or YA instructors, and parents/guardians.
- Meet regularly with the youth apprentices to discuss their performance and any other issues.
- Employ youth apprentices during school breaks, either part-time or full-time.

- Participate in recognition events organized by the school for youth apprenticeship graduates.

FREQUENTLY ASKED QUESTIONS

For questions not addressed here, do not hesitate to call your local youth apprenticeship coordinator or visit the [Department of Workforce Development Youth Apprenticeship website](#).

How does this program differ from other work-based programs like coop education?

Skilled Certified Coop Education and Youth Apprenticeship are similar in that they are both components of Wisconsin's overall school to work transition programs. An important difference, however, is that Youth Apprenticeship students are exposed to an occupational cluster versus a specific job. Additionally, the skills the student learns are developed in association with Wisconsin lodging and restaurant services industry personnel, Wisconsin technical college faculty, YA consortium coordinators, and school district coordinators/instructors. The curriculum is standardized throughout the state.

Will the mentor have to spend his/her entire time at work teaching the student?

No. Apprentices need to be supervised, but you are not required to "shadow" them at all times. However, someone should be available for guidance as necessary. One mentor may work with more than one youth apprentice at a worksite, and the mentor may assign multiple "trainers" to instruct the youth apprentice while they rotate among various departments.

Will the student do productive work?

Yes. After appropriate training, youth apprentices can become productive employees of the facility. However, since they are often rotated through different departments they will require more training time than employees who stay in the same department. It is important to remember that this is a training program. Upon completion of the probationary period, students are expected to meet the requirements of the position.

Will there be a lot of paperwork for me to complete?

Prior to the program, employers are required to sign the Education Training Agreement and maintain it. During the program, employers are expected to verify the youth apprentice's skills on the job and provide input during grading periods. Mentors must complete/maintain a simple "Skill Standards Checklist" as the student completes their competencies.

What happens if I cannot provide all of the required competencies at my facility?

In order to successfully complete the program and receive a Certificate of Occupational Proficiency, the youth apprentice must demonstrate proficiency in all areas required on the Skill Standards Checklist. If your facility does not provide the full range of services needed for competency mastery, the local youth apprenticeship coordinator may be able to arrange for the missing skills to be provided by another company. This arrangement should be discussed with the coordinator before you hire the youth apprentice.

What costs will my business incur and will I be reimbursed?

Primary costs to the employers are the wages paid to the youth apprentice and mentor during the training period.

Will I have to treat the youth apprentice differently than my other employees?

It is important to remember youth apprentices are placed in your facility to learn. Patience and guidance are required while they learn responsible work habits as well as the required skills. However, they are expected to follow your facility's work rules, e.g., dress code, behavior, discipline, etc., and to become a productive member of the hospitality team.

What is the typical time frame for activities over the course of a youth apprentice's stay with a facility?

Most program activities follow a one-year or two-year cycle depending on the offerings within your company. There may be variance in the timing of learning activities to accommodate local and seasonal needs including trainer availability.

Attach Appendix A - Work Contracts, Child Labor Laws, Liability & Insurance

Appendix C

RECOMMENDATIONS FOR RELATED TECHNICAL CLASSROOM INSTRUCTION FOR HOSPITALITY, LODGING, AND TOURISM YA

These recommendations are intended to be used by the Local YA Consortium when determining appropriate related technical instruction for Hospitality, Lodging, and Tourism YA. It is not all inclusive but should be used to assist the partnership with identification and/or development of course work that supports the work-based competencies as identified in the Skill Standards Checklist. As with all YA programs the consortium must ensure that the related instruction meets with the approval of their administration and school board.

OPERATIONAL NOTES

- Related Technical Classroom Instruction maybe offered by the employer, within the school district, at another school district, at a Wisconsin Technical College, and/or at a Community College or University by instructors qualified according to the Youth Apprenticeship Program Operations Manual. Commercial programs, such as the American Hotel and Lodging Educational Institute's Lodging Management Program or START Certification Programs (http://www.ei-ahla.org/high_school_program.asp), the National Restaurant Association's ProStart® Program (<http://www.nraef.org/prostart/>), ServSafe® (<http://www.servsafe.com/>), or Employer provided classroom certification programs are also appropriate provided that the student receives high school credit towards graduation for the class work.
- Learning Objectives are the foundation of related technical classroom instruction. Consortiums may teach using locally developed coursework, however, statewide advanced standing and/or transcribed agreements may not apply. It is recommended then that local agreements with technical colleges be pursued. Statewide advanced standing and/or transcribed credit will be based on this Recommended Instruction list.
- A minimum of 180 hours (2 semesters) of related technical instruction is required for each one year YA program. The student must also receive high school credit towards graduation for this instruction, no matter the provider.
- It is suggested that an Introduction to Hospitality Careers and Computer Applications class be provided as a pre-requisite for students interested in this youth apprenticeship. Additionally, students should complete a job shadow prior to enrollment in the Hospitality, Lodging, and Tourism YA program.
- Courses chosen should coincide as much as possible to occupational program requirements if the student intends to continue in the Wisconsin Technical College System.
- Recommendations for this Appendix were obtained from Employer and YA Consortium/School District Coordinator input during the YA Hospitality Program Survey and YA Regional Meetings, December 2007 through April 2008, and through the States' Career Clusters recommendations at <http://www.careerclusters.org/>



Hospitality, Lodging, & Tourism Youth Apprenticeship (YA)

NAME: _____ DATE: _____

The Hospitality, Lodging, & Tourism YA Pathway Units and Related Technical Instruction course selection and delivery are entirely within local consortium control. The recommendations listed below are only a suggested path of YA career planning and should be individualized to meet each learner’s educational and career goals. All plans should meet high school graduation requirements, as well as, college entrance requirements.

HIGHLY Recommended for **ALL** Hospitality, Lodging, & Tourism YA students

Educational Level	Grade	English/ Language Arts	Social Studies Social Sciences	Math	Science	Career Pathway Courses (Electives)	Recommended Enhancement Electives or Activities
Secondary	9	Oral Communications (Speech)		Algebra		Intro to Computer Applications	FCCLA, DECA, or FBLA
	10						FCCLA, DECA, or FBLA Job-Shadowing
	11						Hospitality, Lodging, & Tourism Youth Apprenticeship – Level One or Two <ul style="list-style-type: none"> • Employability Skills • Customer Service • Food Science • Culinary Arts • Marketing • Employer or Commercial Certification programs
	12						

Post-Secondary Occupational Opportunities

The chart below shows examples of career ladders organized by pathway.

For additional career cluster information, visit www.careerclusters.org

For additional career information on a specific occupation, visit <http://wiscareers.wisc.edu/> or <http://worknet.wisconsin.gov/worknet/default.aspx>

APP = Apprenticeship Available

		High School Diploma, On-the-Job Training	Certificate, Licensing, and/or Associate's Degree (post-secondary training or college)	Bachelor's/Master's Degree (4 year college)
Hospitality, Lodging, & Tourism Pathways	Food & Beverage Service	Baker (APP) Bartender Cake Decorator Cook (APP) Food Preparer Food Server Waitstaff	Chef Club Manager Concierge Food Service Supervisor Head Cook Restaurant Manager	General Operations Manager Marketing Operations Manager Meeting & Convention Planner Public Relations Manager
	Lodging	Bellhop & Porter Landscaping Lawn Service & Groundskeepers Pesticide Handlers & Sprayers Maids & Housekeeping	Conference Planner Hotel & Motel Manager	General Operations Manager Marketing Operations Manager Meeting & Convention Planner Public Relations Manager
	Travel & Tourism	Cargo/Freight Agent Ticket Agent Tour Guide Travel Clerk	Flight Attendant Travel Agent	General Operations Manager Marketing Operations Manager Meeting & Convention Planner Public Relations Manager Translator
	Recreation, Amusements, & Attractions	Coin, Vending, Amusements Servicers (APP) Gaming Cashier/Dealer Lawn Service & Groundskeepers Pesticide Handlers & Sprayers Usher	Gaming Supervisor/Manager Recreation Director	Curator Historian Marketing Operations Manager Park Ranger Public Relations Manager Theater Manager

SOURCES: The States' Career Clusters Initiative, 2008, www.careerclusters.org; The Oklahoma Department of Career & Technology Education, 2007; Badger High School Career Options Guide, 2008; Worknet online, 2008.

Appendix D

WISCONSIN INSTRUCTIONAL DESIGN SYSTEM (WIDS) FORMAT AND YOUTH APPRENTICESHIP PROGRAM GUIDE TERMS

WIDS/YA Program DOCUMENTS:

Course Outcome Summary (COS)

The list of *competencies* and corresponding *performance standard criteria, conditions, and Learning Objectives* required for competency mastery

Hospitality, Lodging, and Tourism YA Program Guide

Description of the Hospitality, Lodging, and Tourism YA Program. In WIDS, this information is located in the Program Outcome Summary (POS)

Skill Standards Checklist

Listing of ALL the competencies in ALL of the Industry-wide and Industry-specific skill areas. The checklist provides the overall documentation for DWD of the skill achievement levels for the competencies in the Specialty Areas

WIDS TERMS:

Competency

The major skill or outcome stated in observable, measurable terms telling learners what they must be able to do AFTER a learning experience.

Performance Standards

Specifications by which performance of a competency will be evaluated (criteria) and the circumstances/situation (condition) in which the competency will be evaluated.

Core Skills

Competencies that address the abilities, values, and attitudes required for productive and successful employment.

Learning Objective

The background knowledge that is needed in order to master the competency; the related technical classroom instruction information needed by the learner to master the competency.

Appendix E

USE AND DISTRIBUTION OF THE CURRICULUM

New and current employers should be given at least one set of the complete curriculum package. The curriculum package includes a copy of the **Program Guide**, [Skill Standards Checklist](#), and the **Course Outcome Summary (COS)**. In particular, the performance standards on the COS should be highlighted with the employer mentor(s) so that they know HOW to assess the learner for competency evaluation.

All related technical classroom instructors will need to be provided with the **Course Outcome Summary (COS)** in order to see the Learning Objectives for the related instruction. The local Hospitality, Lodging, and Tourism Youth Apprenticeship advisory group should determine the requirements and delivery of the required related technical classroom instruction *prior to* offering this YA program in the local consortium area. The advisory group should ensure that each learning objective is being taught either at the employer facility, school, and/or technical college.

At the beginning of the Hospitality, Lodging, and Tourism YA program, student learners should receive a copy of the [Skill Standards Checklist](#) and the applicable pages from the **Course Outcome Summary (COS)** to review with their instructor(s) and worksite mentor(s). This is the opportunity for instructors and mentors to highlight the worksite experiences, related technical classroom instruction, and assessments that will occur. In a performance-based curriculum successful learning is enhanced when the learners have the opportunity to review what will be expected of them in advance of the lessons.

It is recommended that a portfolio be prepared for EACH learner. The learner should be given the responsibility for maintaining this documentation and making it available to the instructor and/or worksite mentor for recording performance assessments.

When the performance criteria are completed successfully, the learner achievement level information must be recorded on the [Skill Standards Checklist](#). The completed Skill Standards Checklist is the piece of documentation required by DWD in order to issue the Certification of Occupational Proficiency.

Appendix F

POST SECONDARY ADVANCED STANDING CREDITS

Wisconsin Technical College System

Graduates of two-year Hospitality, Lodging, and Tourism Youth Apprenticeship programs may be awarded credits in specific Wisconsin Technical College programs. This chart shows the minimum number of technical college credits that may be awarded. The credits may be taken as technical college courses within Youth Apprenticeship programs or may be granted through advanced standing when students enroll in a technical college. Technical colleges may also grant additional credit through local articulation agreements. Check with your local technical college for specific requirements on agreements and obtaining credit.

Two-Year Hospitality, Lodging, and Tourism YA Graduates who have completed the YA programs listed below *may be eligible for advanced standing credits from the technical college programs.*

Hotel/Motel (9 credits)

Hotel/Hospitality Management (10-109-1)
GTC MILW

Hotel & Restaurant Management (10-109-2)
CVTC FVTC MDSN NWTC WCTC

Credits for the Revised Hospitality, Lodging, and Tourism Youth Apprenticeship Program (2008) are yet TO BE DETERMINED.

UW Institutions Credits for Admission –

There is currently no agreement for admission or advanced standing credit with the UW institutions for the Lodging Management and Tourism Youth Apprenticeship programs.

No determinations for admission credits have been made for the Revised Hospitality, Lodging, and Tourism Youth Apprenticeship Program (2008).

Appendix G

GRANDFATHER CLAUSE – PROGRAM TRANSITION GUIDELINES

For NEW and CONTINUING Hospitality, Lodging, and Tourism YA Students

General rule: if the student begins the Hospitality, Lodging, and Tourism YA program using the OLD Lodging Management or OLD Tourism checklist, then the student must complete the YA program using the OLD checklist. The appropriate Level One or Level Two Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) will be awarded.

- Senior graduating in 2009 Level One YA: The youth apprentice may complete either the OLD checklist OR use the revised checklist for Hospitality, Lodging, and Tourism YA. The appropriate Level One Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) will be awarded.
- Senior graduating in 2009 Level Two YA: The youth apprentice completes the OLD checklist for the year 2 curriculum for Hospitality, Lodging, and Tourism YA. An appropriate Level Two Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) will be awarded.
- Junior in 2008-2009, Level One YA: The youth apprentice may complete either the OLD checklist or use the revised checklist for the Hospitality, Lodging, and Tourism YA program. The appropriate Level One Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) will be awarded for the Junior year participation in the YA program.
- Junior in 2008-2009, Level Two YA: The youth apprentice starts either the OLD checklist or uses the revised checklists for Hospitality, Lodging, and Tourism YA, however, the youth apprentice must complete the YA program using the same checklist the 2nd year. The appropriate Level Two Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) will be awarded.
- Sophomore applying for the Hospitality, Lodging, and Tourism YA Program for 2009-2010: New youth apprentices must use the revised Hospitality, Lodging, and Tourism YA checklist **by the 2009-10** school year. A Certificate of Occupational Proficiency will not be issued to students who submit the old checklist.

NOTE: Additionally, Youth Apprenticeship students must maintain good academic standing and be on track for graduation to be eligible for a Certificate of Occupational Proficiency from the Department of Workforce Development.

Appendix H

HOSPITALITY, LODGING, AND TOURISM YA SKILL STANDARDS CHECKLIST

(DOWNLOAD MOST CURRENT)

dwd.wisconsin.gov/youthapprenticeship/skills_checklists.htm



Hospitality, Lodging, and Tourism Skill Standards Checklist

Student Name	School District
YA Coordinator	YA Consortium
High School Graduation Date	

Certification Areas Completed:
Required Skills - For EACH Pathway Unit
Check ✓ completed areas

- Core Skills
- Safety and Security

Hospitality, Lodging, and Tourism
Restaurant & Food/Beverage Services
Pathway

- Food & Beverage - Dining Area Unit
- Food & Beverage - Kitchen Area Unit
- Maintenance & Grounds Unit
- Marketing & Sales Unit
- Meetings & Events Unit

Lodging Pathway

- Lodging – Front Office Unit
- Lodging – Housekeeping Unit
- Lodging – Management Unit
(YEAR TWO ONLY)
- Maintenance & Grounds Unit
- Marketing & Sales Unit
- Meetings & Events Unit

Level One Requirements:

Students must complete ALL listed below

Check ✓ completed areas

- Required Skills
- Minimum of **TWO** Units
- Minimum of 2 semesters related instruction
- Minimum of 450 work hours

Level Two Requirements:

Students must complete all listed below

Check ✓ completed areas

- Required Skills for EACH Pathway
- Minimum of **FOUR** Units
- Minimum of 4 semesters related instruction
- Minimum of 900 work hours

Total Hours Employed	Company Name	Telephone Number
		()
		()

Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance criteria.**
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

I certify that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date and the name of your department.

SIGN this page IF you have been a mentor, trainer, or instructor of this student

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Operational Program Notes for Skill Standards Checklist

1. Hospitality, Lodging, and Tourism Youth Apprenticeship Curriculum

- Definitions:
 - Competency- The worksite skill to be performed
 - Performance Standards- HOW the worksite will assess skill performance
 - Learning Objectives- Content knowledge to learn these skills; may be taught by the employer, school district and/or technical college.
 - Skill Standards Checklist- The documented list of competencies completed by the YA student
- Performance Standards & Learning Objectives are located in the **Program Guide for this Youth Apprenticeship**.

2. ALL Youth Apprentices **MUST** complete the Required Skills (Core Skills and Safety & Security) competencies for **EACH UNIT** they are enrolled in.

- The Required Skills competencies may be completed concurrently with the Hospitality, Lodging, and Tourism technical competencies.
- The Required Skills are common skills specific to all hospitality and tourism sub-sectors. These skills are *aligned with* the National States' Career Clusters Foundations standards for Hospitality and Tourism Career Cluster.

3. Youth Apprenticeship choices (depending on job placement)

- Specific technical skill pathway units are also *aligned with* the American Hotel and Lodging Educational Institute's Lodging Management Program and the National Restaurant Association's ProStart® program as applicable.
- Competencies have been reviewed by the DWD for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws.
- Students will complete a MINIMUM of two units for a Level ONE Hospitality, Lodging, & Tourism YA in any combination, except Lodging Management, and a MINIMUM of four units for a Level TWO Hospitality, Lodging, & Tourism YA in any combination. Lodging Management cannot be taken until Year Two. Units can be chosen from different pathways; however, the SAME unit cannot be repeated because it is in another pathway.
- The DWD Occupational Certificate will indicate "Hospitality, Lodging, & Tourism – plus the name of the Pathway" attained when the program is completed.

4 Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating.
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function.
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."

Required Skills

Required of ALL Hospitality, Lodging, & Tourism YA Students

Copy this page FOR EACH pathway to be completed

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply applicable academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply applicable career knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply applicable hospitality, lodging, and tourism industry knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Communicate effectively on the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Act professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrate customer service skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Cooperate with others in a team setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Exhibit legal & ethical responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAFETY AND SECURITY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow personal safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follow security procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rating Scale:

3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2 = Meets entry level criteria | Requires some supervision | Often displays this behavior

1 = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

Additional Comments

Restaurant & Food/Beverage Services Pathway

Food & Beverage- Dining Area	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow safe food handling and sanitation procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ensure dining area readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seat the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Serve customers at the table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Process sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintain service area and bus station	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Set up a meeting/event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Serve customers at a meeting/event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist with management tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Food & Beverage- Kitchen Area	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow safe food handling and sanitation procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Follow inventory procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Operate foodservice equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Coordinate food orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist to prepare menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Perform kitchen steward tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist with management tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rating Scale:

- 3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior
- 2 = Meets entry level criteria | Requires some supervision | Often displays this behavior
- 1 = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

Additional Comments

Lodging Pathway

Lodging- Front Office	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Operate a telecommunications system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Process reservations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist with guest arrival and departure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Register the guest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Serve as guest liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Process guest checkout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Perform special guest services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform guest accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Perform front office cashier duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lodging- Housekeeping	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Prepare cleaning supplies and carts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clean public spaces- Floors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clean public spaces- Lobby/Front Desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Clean public spaces- Other Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Clean guest rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Clean laundry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Manage room supply and linen inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist with management tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rating Scale:

3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2 = Meets entry level criteria | Requires some supervision | Often displays this behavior

1 = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

Additional Comments

Lodging Pathway

Lodging- Management (Year Two Only)	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Conduct in-house audits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assist to maintain staffing requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist to inform and motivate employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist in employee supervision activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Help manage Guest Services programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Help manage Financial Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Help manage Human Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Help manage Physical Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist with promotional efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rating Scale:

3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2 = Meets entry level criteria | Requires some supervision | Often displays this behavior

1 = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

Additional Comments

Indicate Applicable Pathway

Restaurant & Food/Beverage Services Pathway

Lodging Pathway

Maintenance and Grounds	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Prepare maintenance supplies and carts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use tools to maintain grounds and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to perform routine preventative maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist with routine repair maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist with maintenance communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Maintains grounds- Public Spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintains grounds- Green Spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Performs preventative maintenance of public areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Performs routine maintenance on guest rooms (LODGING ONLY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Marketing and Sales	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Assist to develop venue retail merchandising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Serve as retail cashier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist to plan marketing strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to determine product pricing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify prospective customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist with promotional efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Collaborate with marketing team efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist to evaluate marketing efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Process sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Process financial transactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rating Scale:

3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2 = Meets entry level criteria | Requires some supervision | Often displays this behavior

1 = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

Additional Comments

Indicate Applicable Pathway

- Restaurant & Food/Beverage Services Pathway**
 Lodging Pathway

Meetings and Events	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Set up a meeting/event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Serve customers at a meeting/event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify prospective customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist with promotional efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist to plan meetings/events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Process meeting/event sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist to coordinate meeting/event activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Process financial transactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rating Scale:

- 3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior
- 2** = Meets entry level criteria | Requires some supervision | Often displays this behavior
- 1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

Additional Comments

Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Hospitality, Lodging, & Tourism Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Other Notes or Comments		
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Appendix I

HOSPITALITY, LODGING, AND TOURISM

YOUTH APPRENTICESHIP

COURSE OUTCOME SUMMARY:

OVERVIEW AND TABLE OF CONTENTS

Hospitality, Lodging, and Tourism

Youth Apprenticeship

Course Outcome Summary

Course Information

Description

The Leisure and Hospitality industry is rapidly expanding as more people are able to experience international travel. All over the world, better equipped and more lavish hotels, resorts, tours, events and attractions are attracting even more willing travelers for business or pleasure. Leisure and Hospitality sector makes up about 9.0 percent of all employment in Wisconsin. It is projected that Leisure and Hospitality will grow by 11.5 percent between 2006 and 2016 (compared to 8.0 percent overall growth rate in the state's employment), adding 29,640 new jobs to the state's economy. Accommodation and Food Services industry, a sub-sector of Leisure and Hospitality sector, is projected to grow by 11.5 percent between 2006 and 2016, creating 25,700 jobs in Wisconsin (Source: 2006-2016 Wisconsin Projections, Office of Economic Advisors, DWD)

Nationally, Leisure and Hospitality sector makes up about 9.5 percent of all employment. The sector is projected to grow by 14.3 percent between 2006 and 2016 (compared to 10.4 percent overall growth rate in the country's employment), adding 1.87 million new jobs to the country's economy. Accommodation and Food Services industry, a sub-sector of Leisure and Hospitality sector, is projected to grow by 11.4 percent between 2006 and 2016, creating 1.28 million jobs in the U.S. (Source: U.S. Bureau of Labor Statistics).

The Hospitality, Lodging, and Tourism Youth Apprenticeship Program was designed with the needs of employers in mind. Employers have expressed concern finding workers who possess basic "soft-skills," which is often a prerequisite for success in a customer service-oriented field. Additionally, hospitality careers are stereotyped as low-wage and entry-level with little opportunity for advancement. Faced with a shrinking pipeline of workers, this program was revised with representatives from hospitality, lodging, and tourism services associations to meet the needs of you, our hospitality, lodging, and tourism employers.

The skill standards are competency based. Competencies are performance-based outcome statements of occupational related skills defined by representatives of hospitality, restaurant, and lodging worksites throughout Wisconsin and aligned with national skill standards. The competencies in the program include many of the standards and knowledge statements outlined in the National States' Career Cluster Skill Standards for Hospitality and Tourism, www.careerclusters.org, the Secretary's Commission on Achieving Necessary Skills (SCANS), the American Hotel and Lodging Educational Institute's Lodging Management Program (www.ei-ahla.org), and the National Restaurant Association ProStart® program (<http://www.nraef.org/prostart/>).

The competencies will be taught at the worksite in combination with supportive, related technical classroom instruction. While the skill competencies are established statewide, program implementation and oversight occurs through local consortium committees to assure local needs are met.

EACH competency (work site skill) is listed with its corresponding Performance Standards and Learning Objectives. The **Performance Standards** describe the behaviors, **as applicable**, that employers should look for in order to evaluate the competency. The **Learning Objectives** suggest classroom learning activities for the required related technical instruction.

Target Population

This program is applicable for a student who has expressed an interest in a customer service, culinary arts, travel, tourism, lodging, or business management career. This program makes for an attractive career option for students with a strong desire to work with many different people in travel and leisure services.

Hospitality and Tourism industries comprise establishments engaged in a number of travel and leisure activities, ranging from simple dinners out to visits to attractions, museums, amusements and parks to travel for vacations, business, and visits to friends and relatives. Furthermore, all hospitality and tourism service workers need to possess good customer service skills. The Hospitality, Lodging, and Tourism YA program was structured to require industry-wide foundational skills and industry-specific technical skills.

All Youth Apprentices must complete the core hospitality and tourism foundational knowledge competencies consisting of competencies in employability skills, customer service, safety, security, and basic hospitality and tourism fundamentals. The Required Skill competencies may be completed concurrently with the specific technical skills.

Hospitality, Lodging, and Tourism YA students are required to perform all of the Core and Safety/Security skills for EACH UNIT they enroll in. **Level One (one year)** YA students are to choose additional competencies from a MINIMUM of TWO Units. **Level Two (two year)** YA students are to complete competencies from a MINIMUM of FOUR Units.

Hospitality, Lodging, and Tourism Pathways

1. Restaurant & Food/Beverage Services-

- Food & Beverage Services – Dining Area
- Food & Beverage Services – Kitchen Area
- Maintenance & Grounds
- Marketing & Sales
- Meetings & Events

Several different dining room and kitchen specialty tasks will be performed in a restaurant with dine-in seating and meeting/banquet service.

2. Lodging-

- Front Office
- Housekeeping
- Lodging Management (Year Two ONLY)
- Maintenance & Grounds
- Marketing & Sales
- Meetings & Events

Task choices which include front desk operations, housekeeping, marketing, meetings and events, and grounds keeping will be available in this pathway at a lodging institution.

NOTE: Switching between pathways is allowable provided that the student does NOT repeat the same UNIT in another Pathway. Any exception requests should be forwarded to the Department of Workforce Development Youth Apprenticeship state coordinator.

CURRICULUM SOURCES:

- American Hotel and Lodging Education Institute, Line-Level Staff Certification Skills Validation Forms for Restaurant Server, Room Service Attendant, Banquet Set Up Employee, Kitchen Steward, Busperson, Banquet Server, Front Desk Employee, Bell Attendant, Concierge, PBX Operator, Reservationist, Valet Attendant, Retail Cashier, Room Attendant, Public Space Cleaner, Laundry Attendant, Maintenance Employee, Accessed January 2008 from <http://www.ei-ahla.org>
- American Hotel and Lodging Education Institute, Lodging Management Program, Accessed January 2008 from www.lodgingmanagement.org
- Illinois Occupational Skill Standards and Credentialing Council, Illinois Occupational Skill Standards- Food Service Cluster and Lodging Cluster, Accessed January 2008.
- *Marketing Essentials*, Farese, L., Kimbrell, G., and Woloszyk, C. (2006). Glencoe/McGraw-Hill. Woodland Hills, CA.
- National Career Technical Education Foundation, States' Career Clusters Initiative, Foundation skills, Lodging Pathway, Restaurants and Food & Beverage Services Pathway, Recreations, Amusements & Attractions Pathway, and Travel & Tourism Pathway; Accessed January 2008.
- National Occupational Competency Testing Institute (NOCTI) Job Ready Student Assessment Blueprints for Workplace Readiness, Culinary Arts I- Prep Cook, Culinary Arts II- Cook, Hospitality Management Food & Beverage, Hospitality Management Lodging Accessed January 2008 from <http://www.nocti.org/ExperienceA.cfm>
- National Restaurant Association Educational Foundation, Prostart® Learning Objectives and Job-Related Skills checklist, Accessed January 2008 from www.nraef.org
- Oklahoma Department of Career and Technology Education, Skill Standards for Food Handler- Introductory Skills Standards- OD37301 (2006), Hospitality Manager Skills Standards- OD37307 (2006), Hospitality Server Skill Standards- OD37305 (2006), Hot Food Cook Skills Standards- OD37303 (2006), Cold Food/Prep- OD37302 (2006), and Hospitality Cashier- OD 37306 (2006).
- Oklahoma Department of Career and Technology Education, Hospitality and Tourism Career Clusters Course Development Guides for Introduction to Hospitality & Tourism, Dining Room Management, Culinary Basic Skills, Culinary Intermediate Skills, Culinary Advanced Skills, Food & Beverage Services, Food Science & Personal Nutrition, Introduction to Lodging, Lodging Management I, Lodging Management II, Leadership & Management, Accessed January 2008 from <http://www.okcareertech.org/okcareerclusters/hosp1.htm>
- Sales and Service Voluntary Partnership, Customer Service and Sales Skill Standards, 2002.
- ServSafe® online course content accessed January 2008 from <http://www.servsafe.com/>
- Wisconsin Department of Workforce Development, Lodging Management Youth Apprenticeship Advisory Committee, formed December 2007 for the purpose of revising and updating the Lodging Management Youth Apprenticeship curriculum.
- Wisconsin Department of Public Instruction, Work-Based learning Skill Standards for Food Services and Marketing, Accessed February 2008 from <http://dpi.wi.gov/cte/cooportf.html>.
- Worknet Occupation Task Lists for Hotel/Motel/Resort Desk Clerks, Retail Salespersons, First Line Managers/Supervisors, Groundskeepers, Public Relations, Meeting/Convention Planners, Travel Agents, Human Resources Assistants, accessed February 2008 from <http://worknet.wisconsin.gov/worknet/default.aspx>

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Hospitality, Lodging, and Tourism Youth Apprenticeship
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Multiple Pathways

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Appendix J

HOSPITALITY, LODGING, AND TOURISM

YOUTH APPRENTICESHIP

REQUIRED SKILLS CURRICULUM

UNITS 1-2

Unit 1 : Core Skills

Competency

1. Apply applicable academic knowledge

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 1 : Core Skills

Competency

2. Apply applicable career knowledge

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 1 : Core Skills

Competency

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

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

- Demonstrate the functions of systems in the hospitality, lodging, and tourism industry (e.g., management, human resources, production and services)
- Explain the importance of the hospitality, lodging, and tourism industry to the U.S. economy
- Explain the impact of global travel on safety and security concerns
- Explain effects of changes in taxation on hospitality, lodging, and tourism industry
- Define basic hospitality, lodging, and tourism terminology including no-show, overbooking, and spoilage
- Define and categorize hotel organization and hotel segmentation
- Discuss/evaluate hospitality, lodging, and tourism industry trends
- Draw conclusions on the impact of the future economic, technological and social changes in the hospitality, lodging, and tourism industry including changes in customer mix, security, technological advances
- Explain the functions of each department or unit within the larger organization
- Compare and contrast advantages and disadvantage of independently owned facilities and chain affiliated facilities
- Explain the influence of seasonal fluctuations

Comments:

Unit 1 : Core Skills

Competency

4. Communicate effectively

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

- Define culture and cultural diversity
- Categorize components of culture including religious customs, dietary habits and traditions
- Differentiate between hearing and listening
- Evaluate different styles of listening
- Identify the effects of physical, social, and psychological factors on ability to listen
- Identify resources to help communicate with disabled or non-English speaking guests
- Discuss effective and active listening skills
- Explain how bias can be communicated verbally & non-verbally
- Describe the impact of non-verbal communication
- Explain the importance of clear and understandable communication
- Discuss steps to assess customer/client understanding
- Explain communication strategies to be used with a diverse customer/client and coworker population
- Describe verbal and nonverbal behaviors that might inhibit communication
- Explain ways to improve communication

- Discuss methods to accommodate for communication with special needs customers/clients
- Describe technology used in communicating such as, telephone, computers, fax, intercom, beepers, etc.
- Explain the proper use and etiquette required for these forms of communication technology
- Compare and contrast subjective and objective information
- Discuss common recording errors and how to avoid them
- Review the policies and procedures for using written communication tools in your company such as email, Internet, printer, copier, scanner, and/or fax

Comments:

Unit 1 : Core Skills

Competency

5. Communicate effectively on the phone

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 1 : Core Skills

Competency

6. Act professionally

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 1 : Core Skills

Competency

7. Demonstrate customer service skills

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 1 : Core Skills

Competency

8. Cooperate with others in a team setting

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 1 : Core Skills

Competency

9. Think critically

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 1 : Core Skills

Competency

10. Exhibit legal and ethical responsibilities

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 1 : Core Skills

Competency

11. Use technology

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 2: Safety and Security

Competency

1. Follow personal safety requirements

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 2: Safety and Security

Competency

2. Maintain a safe work environment

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 2: Safety and Security

Competency

3. Demonstrate professional role in an emergency

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Unit 2: Safety and Security

Competency

4. Follow security procedures

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

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

Learning Objectives

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

Comments:

Appendix K

HOSPITALITY, LODGING, AND TOURISM

YOUTH APPRENTICESHIP

RESTAURANT & FOOD/BEVERAGE SERVICES – DINING AREA

UNIT 3

Unit 3: Food and Beverage- Dining Area

Competency

1. Follow safe food handling and sanitation procedures

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Maintain principles of nationally recognized sanitation protocols (e.g., ServSafe®)
- Use protective gloves and clothing
- Use and safely maintain hand tools
- Avoid contamination and cross-contamination of food
- Maintain safe kitchen and surroundings
- Wash hands as required
- Maintain food items at appropriate storage requirements
- Thaw, prepare, cook, and reheat food items according to appropriate requirements as applicable
- Practice good personal hygiene
- Clean and sanitize areas and equipment as required

Learning Objectives

- Define the three hazards for food contamination (chemical, physical, & biological)
- Outline compliance requirements of sanitation and health inspections
- Detail operating procedures for food quality
- Describe good personal hygiene and how it affects food safety
- Demonstrate proper hand-washing
- Illustrate correct food handling and production techniques
- Detail ways to monitor quality of prepared food.
- Categorize microbes that cause food-borne illness
- List the signs of food spoilage
- Distinguish among the causes of food spoilage
- State factors that affect the shelf life of food products
- Outline the dangers of food-borne illness
- Explain how to prevent food-borne illness
- Explain how time and temperature guidelines reduce growth of microbes
- Describe common food allergens and their impact in food preparation and storage
- Describe how food can be contaminated or cross-contaminated
- Define cleaning and sanitizing
- List common agents used to clean and sanitize in food preparation
- Explain how equipment, utensils are stored to reduce contamination
- Describe how pests are controlled in your facility
- Explain how to store and use pesticides properly

Comments:

Unit 3: Food and Beverage- Dining Area

Competency

2. Ensure dining area readiness

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Show proper set up procedures for dining room/service areas
- Prepare tables for service
- Prepare table-side service carts
- Dust furnishings
- Vacuum carpets
- Set up the water station/water pitchers
- Prepare ice buckets and ice bucket stands
- Set up salad bar
- Clean dining area as needed
- Coordinate reservations
- Support other staff

Learning Objectives

- Detail characteristics of American, French, English, Russian, Bistro style and other forms of service
- Define types of restaurants (themed, casual, fast food, etc.)
- Describe different types of food and beverage service
- Demonstrate proper table setup based on various menu and service types
- Explain the safety requirements to be followed with salad bars and salad bar set ups

Comments:

Unit 3: Food and Beverage- Dining Area

Competency

3. Seat the customer

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Coordinate reservations
- Use seating charts if applicable
- Greet the customer
- Obtain appropriate number and type of menus needed for party
- Show customer to designated area or table
- Explain menu items and/or specials

Learning Objectives

- Compare and contrast different reservations systems
- Explain First Come First Serve procedures in restaurants that don't take reservations
- List the different types of menus used at your facility (children's, lunch, dinner, all purpose, bar, take out, etc.)
- Describe how tables are assigned in your facility according to staff availability, table turnover, and location setting in the room

Comments:

Unit 3: Food and Beverage- Dining Area

Competency

4. Serve customers at the table

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Greet the customer
- Serve water
- Serve bread and butter
- Take beverage orders
- Process beverage orders
- Take food orders accurately
- Recommend items to customers accurately describing the dish
- Answer customer questions about the menu item
- Serve the meal
- Check back to the table periodically
- Respond to dissatisfied guests appropriately
- Sell after-dinner items
- Package any carry-out food

Learning Objectives

- Identify various types table service in relation to menus
- Explain the proper sequence to take orders
- Describe the legal requirements for selling and serving alcoholic beverages
- Practice carrying loaded serving trays
- Explain proper order and direction for serving
- Describe basic principles of providing good service
- Detail the process of "upselling" and other forms of marketing at tableside
- Demonstrate setting and clearing items properly
- Identify essential elements of restaurant etiquette
- Compare meal and dining etiquette in other regions and cultures
- Identify global cultures and traditions related to food

Comments:

Unit 3: Food and Beverage- Dining Area

Competency

5. Process sales

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Calculate guest check, including taxes and gratuity, accurately
- Present the guest check to the customer
- Settle a direct bill account
- Settle a combined payment method bill to serve guests/customers
- Accept cash payments
- Make a credit card transaction
- Process traveler's checks
- Give customer correct change
- Settle guest checks and thanks guests
- Operate a POS (point of sale) system and/or cash register
- Calculate total sales, including tax and tip
- Balance end of shift transactions

Learning Objectives

- Describe standard gratuity guidelines for food services
- Explain your facility's procedure for adding on gratuity
- Describe how gratuities are shared with other staff at your facility
- Discuss how gratuities and wage are calculated for your labor cost and for income tax reporting
- Describe how to process cash and credit cards using a POS and cash register
- Describe end of shift audit procedures
- Outline the role of a cashier to facilitate cash control
- Demonstrate use of cash sheets to record cash collected
- Demonstrate use of cash sheets to record cash paid out
- Explain how cash banks are issued to cashiers
- Describe how cashiers turn in cash banks and prepare cash deposits
- Explain how cash banks and cashier cash deposits are reconciled

Comments:

Unit 3: Food and Beverage- Dining Area

Competency

6. Maintain service area and bus station

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Stock and replenish station areas
- Fold napkins
- Stock silverware
- Prepare butter for side stations
- Prepare sugar bowls or caddies
- Prepare salt/pepper shakers/grinders
- Prepare breads and bread baskets/trays
- Prepare condiments and crackers
- Prepare service trays for servers
- Prepare hot beverage service
- Clear and reset tables
- Lift/carry loaded trays, bus tubs, and dish racks
- Buss soiled dishes to the dish room
- Take care of soiled restaurant linens
- Perform closing side work/cleaning duties
- Maintain/take down salad bar

Learning Objectives

- Identify types of dining utensils and proper uses
- Identify different types of cups, glasses, dishes, china, etc., and uses for each
- Identify various serving tools
- Demonstrate how to fold napkins in different configurations
- Explain special handling, storage, and cleaning requirements for salad bars

Comments:

Unit 3: Food and Beverage- Dining Area

Competency

7. Set up a meeting/event

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Follow banquet event orders/change orders
- Set function room lighting
- Clean floors
- Set up function rooms as required
- Set up support services for functions
- Place tablecloths on function room tables
- Skirt and flounce function room tables
- Set up and break down a dance floor
- Set up and take down staging
- Install and remove air walls
- Hang banners and decorations for functions
- Help with audiovisual equipment set up and take down for functions
- Break down/clear function rooms after events
- Refresh meeting rooms
- Set up portable bars
- Set up buffets
- Set tables for banquets

Learning Objectives

- List the types of meeting and banquet services your facility offers
- Describe how banquets are planned and arranged for different purposes (e.g., weddings, luncheons, business meetings, etc.)
- Demonstrate how to set up and break down tables, banners, decorations, portable bars, and other equipment such as dance floors, lights, and staging
- Describe how to set up, skirt & flounce tables
- Explain the importance of event orders to ensure appropriate set up

Comments:

Unit 3: Food and Beverage- Dining Area

Competency

8. Serve customers at a meeting/event

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Follow banquet event orders/change orders
- Place tablecloths on tables
- Skirt and flounce tables
- Fold napkins
- Set tables for banquets
- Prepare bread
- Prepare, lifts, and carries service trays
- Prepare and provide hot beverage service
- Serve water
- Take and serve beverage orders
- Serve bread and butter
- Prepare ice buckets
- Serve each course at sit-down banquets
- Maintain tables during service
- Maintain buffets
- Maintain hors d'oeuvres for receptions
- Provide break/continental breakfast service
- Refresh meeting rooms
- Respond to dissatisfied guests
- Clear tables

Learning Objectives

- Explain proper order and direction for serving
- Compare and contrast serving customers at a banquet versus table service in a restaurant
- Compare service duties for serving buffets, sit-down banquets, and break areas
- List items that you should watch for during sit down banquets, buffets, and in break areas
- Explain how proper food temperature is maintained at sit down banquets, buffets, and in break areas

Comments:

Unit 3: Food and Beverage- Dining Area

Competency

9. Assist with management tasks

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Calculate recipe costs
- Calculate food cost and ways to meet goals
- Calculate labor cost and ways to meet goals
- Determine the values of inventory or stock
- Determine menu pricing
- Use sales information to analyze how menu items are selling
- Interpret calculations of food, labor, and pricing to ensure profitability
- Assist with Hazard Analysis and Critical Control Point (HACCP) procedures

Learning Objectives

- Describe staff positions within the food and beverage department
- Describe the basic elements of restaurant layout and design
- Explain how the flow of dining room operations is set up for maximum efficiency
- Define portion control and how that impacts pricing and profitability
- Outline proper techniques for portion control, including standard portion size, standardized recipe, and standard portion cost
- Cost out a recipe
- Determine a recipe's yield
- Compare as purchased portion to edible portion cost amounts
- List guidelines for purchasing and cutting costs when preparing foods
- Explain Company Procedures for Time and Motion Efficiency to reduce labor costs
- Exhibit knowledge of the 7 HACCP principles
- Describe how nutritional guidelines and values are involved in menu decisions and food preparation
- Discuss marketing techniques using menu design and marketing trends

Comments:

Appendix L

HOSPITALITY, LODGING, AND TOURISM

YOUTH APPRENTICESHIP

RESTAURANT & FOOD/BEVERAGE SERVICES – KITCHEN AREA

UNIT 4

Unit 4: Food and Beverage- Kitchen Area

Competency

1. Follow safe food handling and sanitation procedures

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Maintain principles of nationally recognized sanitation protocols (e.g., ServSafe®)
- Use protective gloves and clothing
- Use and safely maintain hand tools
- Avoid contamination and cross-contamination of food
- Maintain safe kitchen and surroundings
- Wash hands as required
- Maintain food items at appropriate storage requirements
- Thaw, prepare, cook, and reheat food items according to appropriate requirements as applicable
- Practice good personal hygiene
- Clean and sanitize areas and equipment as required

Learning Objectives

- Define the three hazards for food contamination (chemical, physical, & biological)
- Outline compliance requirements of sanitation and health inspections
- Detail operating procedures for food quality
- Describe good personal hygiene and how it affects food safety
- Demonstrate proper hand-washing
- Illustrate correct food handling and production techniques
- Detail ways to monitor quality of prepared food.
- Categorize microbes that cause food-borne illness
- List the signs of food spoilage
- Distinguish among the causes of food spoilage
- State factors that affect the shelf life of food products
- Outline the dangers of food-borne illness
- Explain how to prevent food-borne illness
- Explain how time and temperature guidelines reduce growth of microbes
- Describe common food allergens and their impact in food preparation and storage
- Describe how food can be contaminated or cross-contaminated
- Define cleaning and sanitizing
- List common agents used to clean and sanitize in food preparation
- Explain how equipment, utensils are stored to reduce contamination
- Describe how pests are controlled in your facility
- Explain how to store and use pesticides properly

Comments:

Unit 4: Food and Beverage- Kitchen Area

Competency

2. Follow inventory procedures

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Take physical inventory of food and supplies periodically as required
- Review inventories and records to determine ordering limits
- Order food and supplies as needed to maintain physical inventory as required
- Receive food and supplies from supplier
- Verify actual shipment received with purchase order
- Forward documentation to appropriate person(s)
- Assist to inspect food received
- Store items according to storage requirements in appropriate timeframes
- Use First In, First Out (FIFO) method of inventory rotation

Learning Objectives

- Differentiate between inspecting and grading
- Outline receiving and storage procedures
- Explain how to inspect food received for quality and contamination
- List factors that affect prices
- Explain how production records are used in purchasing decisions
- List criteria for selecting appropriate suppliers
- Distinguish between perishable and non-perishable items
- Describe how to use scales and carts to receive food
- Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.)
- Compare different types of storage areas
- Describe general storage guidelines for food items
- List food items and requirements for Refrigerated Storage
- List food items and requirement for Frozen Storage
- List food items and requirements for Dry Storage

Comments:

Unit 4: Food and Beverage- Kitchen Area

Competency

3. Operate foodservice equipment

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Exhibit appropriate selection, use, and care of small hand tools and utensils
- Exhibit appropriate use and care of small and large equipment
- Use measuring devices
- Use scales and other food service equipment
- Uses thermometers to monitor food temperature
- Use pots and pans for different food preparations
- Cut and mix food using standard equipment
- Handle equipment in manner to prevent burns and scalding
- Sharpen knives safely
- Use and sanitize equipment (mixing, storage, cleaning) as required

Learning Objectives

- Identify and describe the correct use of restaurant kitchen equipment
- Demonstrate understanding of modern kitchen organization
- Identify and define general culinary terms
- Compare and contrast cooking with steamers, broilers, griddles, grills, ranges, fryers, and ovens
- Compare types of thermometers and how to use them
- Identify and distinguish knife types and related terminology
- Demonstrate knife sharpening skills and proper knife care
- Demonstrate basic knife cuts
- Illustrate correct use of knives and kitchen equipment
- Describe ways to prevent burns

Comments:

Unit 4: Food and Beverage- Kitchen Area

Competency

4. Coordinate food orders

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Assemble eating and serving equipment
- Prepare plates as required by order and storage requirements
- Prepare garnishes
- Garnish and plate menu items
- Use portion control devices
- Plate all menu items correctly and properly garnished
- Place prepared order in appropriate area
- Maintain appropriate serving temperatures

Learning Objectives

- Identify global cultures and traditions related to food
- Detail characteristics of American, French, English, Russian, Bistro style and other forms of service
- Outline the order in which food and supplies flow through a food service
- Detail operating procedures for food plating and presentation
- Explain how garnishing enhances texture, color and appearance of food
- Describe ingredients commonly used as garnishes
- Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.) as it is being readied for service

Comments:

Unit 4: Food and Beverage- Kitchen Area

Competency

5. Assist to prepare menu items

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Obtain standardized recipe
- Assemble ingredients, weights and measures, utensils, pans, herbs, spices, and seasonings
- Choose appropriate cooking procedures (sauté, broil, bake, etc.)
- Set up and preheat heating units
- Weigh and measure ingredients accurately
- Convert recipe yield to desired yield accurately as needed
- Prepare menu item as required using safe food handling practices

Learning Objectives

- Define food science and nutrition
- Define the elements of a recipe
- Recognize measurements and abbreviations commonly used in food recipes
- Define basic cooking terminology
- State principles for and apply techniques to modify a recipe
- Explain how to show consistent appearance in prepared foods
- Describe the basic food groups
- Describe healthy cooking techniques
- Distinguish among conventional, convection, and microwave cooking
- Explain the impact of factors affecting cooking rates and results
- Describe sources of nutrients and their effects
- Describe different techniques for food preparation such as dry-heat, moist-heat, and combination methods and foods to which they are suited
- Interpret the Food Pyramid
- Interpret a Nutrition Facts Label
- Identify fruits and vegetables
- Explain USDA quality grades for fresh fruits and vegetables
- Explain use of variety of sauces
- Explain the use of store stocks and glace
- Discuss the use of leavening, roux, and thickening agents
- Identify cuts of meat, poultry, fish, and seafood
- Outline the grading system for meat, poultry, fish and seafood
- Determine proper degrees of doneness
- List common spices and herbs and describe their uses
- Explain factors that influence food choice

- Identify various ethnicities and their dining habits and rules
- Identify various countries and their native food resources

Comments:

Unit 4: Food and Beverage- Kitchen Area

Competency

6. Perform kitchen steward tasks

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Sweep/mop floors
- Clean stainless steel surfaces
- Clean floor mats
- Use garbage disposals
- Empty and clean trash cans
- Follow recycling programs
- Wash dishes, silverware, and glasses
- Wash pots and pans
- Wash walls and ceilings
- Burnish silverware
- Clean cooking equipment
- Clean kitchen hoods and ventilation grills
- Clean milk and juice dispensers
- Clean coffee urns/coffee makers
- Clean and sanitizes cutting boards
- Clean and sanitizes can openers
- Clean reach-in/walk-in freezers/refrigerators
- Clean and treats drains
- Clean food storerooms
- Clean large trash bins/surrounding areas

Learning Objectives

- Explain the importance of a clean kitchen area and cooking equipment
- Compare and contrast features of dishwashing machines
- Explain proper cleaning and sanitizing of food service equipment and utensils
- Compare and contrast cleaning and sanitizing methods for equipment used in food preparation and cooking
- Describe how pests are controlled in the kitchen area

Comments:

Unit 4: Food and Beverage- Kitchen Area

Competency

7. Assist with management tasks

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Calculate recipe costs
- Calculate food cost and ways to meet goals
- Calculate labor cost and ways to meet goals
- Determine the values of inventory or stock
- Determine menu pricing
- Use sales information to analyze how menu items are selling
- Interpret calculations of food, labor, and pricing to ensure profitability
- Purchase food and beverage items
- Assist with Hazard Analysis and Critical Control Point (HACCP) procedures

Learning Objectives

- Describe staff positions within the food and beverage department
- Describe the basic elements of kitchen layout and design
- Explain how the flow of kitchen operations is set up for maximum efficiency
- Define portion control and how that impacts pricing and profitability
- Outline proper techniques for portion control, including standard portion size, standardized recipe, and standard portion cost
- Cost out a recipe
- Determine a recipe's yield
- Compare as purchased portion to edible portion cost amounts
- List guidelines for purchasing and cutting costs when preparing foods
- Explain Company Procedures for Time and Motion Efficiency to reduce labor costs
- Exhibit knowledge of the 7 HACCP principles
- Describe how nutritional guidelines and values are involved in menu decisions and food preparation
- Discuss marketing techniques using menu design and marketing trends

Comments:

Appendix M

HOSPITALITY, LODGING, AND TOURISM

YOUTH APPRENTICESHIP

LODGING – FRONT OFFICE- UNIT 5

Unit 5: Lodging- Front Office

Competency

1. Operate a telecommunications system

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Use the computer system and/or switchboard
- Maintain/use the guest information directory
- Respond to guest questions appropriately
- Process guest telephone charges
- Process wake-up calls
- Follow guest privacy and security measures
- Process mail/packages/telegrams/etc.
- Complete/run reports and forms
- Respond to emergencies and alarms as required if applicable
- Help evacuate the property
- Respond to dissatisfied guests

Learning Objectives

- Examine the uses of various types of telecommunications
- Demonstrate use of a PBX system
- Describe the functions of a call accounting system
- Describe the functions of automatic call dispensing and automatic call detection features
- Detail the types of incoming calls
- Outline procedures for processing messages for guests
- Outline how faxes for guests are handled by lodging staff
- Describe how wake-up calls are delivered through the telecommunication system
- Explain how current voice mail systems meet guest needs
- Explain how current personal digital assistants (PDAs) meet guest needs
- Explain how current internet services meet guest needs
- Explain how TDD systems meet the needs of disabled guests
- Explain how emerging technology for telecommunications services enhance the guest experience

Comments:

Unit 5: Lodging- Front Office

Competency

2. Process reservations

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Use the reservations computer system
- Greet callers and direct calls
- Determine availability
- Take reservations by telephone, form, or internet
- Take reservations for guests in group blocks
- Modify or cancel a reservation
- Promote special marketing programs
- Block rooms
- Help guests with special requests
- Process reservation records and confirmations
- Set up/monitor group reservation masters
- Give directions
- Mail information to potential guests, as requested

Learning Objectives

- Identify types of hotels and hotel ownership/management
- Identify levels of hotel service
- Compare various departments in a lodging operation
- Explain functions of the reservations department
- Identify the different types of reservations to meet different guest needs
- Differentiate between automated and non-automated reservation systems
- Distinguish guaranteed from non-guaranteed reservations
- Contrast reservations guaranteed by credit card with reservations guaranteed by travel agents or corporations
- Contrast advanced deposits with prepaid reservations
- Distinguish a central reservation system from a global distribution system
- Identify ways guests place reservations directly with lodging properties
- Explain how guests make reservations on-line
- Explain how a computer system is used to determine availability, process or change reservations, create a reservation record, modify or cancel a reservation, and generate reports from reservation data
- Describe the use of forecasting and overbooking in reservations management
- Calculate room rates using the Hubbart formula

Comments:

Unit 5: Lodging- Front Office

Competency

3. Assist with guest arrival and departure

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Maintain a clear drive-up/drop off area
- Use the guest information directory
- Welcome guests and offer assistance
- Load and transport luggage/other articles
- Assist with luggage for group arrivals and departures
- Deliver guest service equipment/supplies
- Provide door service for guests if applicable
- Assist in rooming guests
- Show rooms/check rooms for occupancy
- Provide storage for guest luggage
- Arrange for or hail taxis/transportation for guests
- Clean entrance/ lobby/bell-valet stand/luggage carts
- Respond to emergencies and alarms as required if applicable
- Report vehicle accidents
- Properly handle cash and gratuity
- Assist guests during room changes

Learning Objectives

- Compare leisure and business traveler differences
- Identify national rating organizations
- List factors used by rating organizations
- Describe equipment used to transport baggage and other bulk items
- Explain how to handle pets and pet carriers
- Describe standard gratuity guidelines for arrival services
- Explain your facility's policy for accepting gratuity for arrival services

Comments:

Unit 5: Lodging- Front Office

Competency

4. Register the guest

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Use front desk equipment—computers, telephones, fax machines, etc.
- Organize the front desk/prepares for check-ins
- Prepare and use the arrivals records
- Block and unblock rooms
- Set up preregistrations
- Follow guest privacy/security measures
- Check pre-registration information is complete
- Identify the length of stay
- Identify the method of payment
- Secure authorization for credit cards
- Issue keys or electronic keycards to registering guests using standard guidelines
- Use effective sales techniques
- Preregister and check in group arrivals
- Relocate guests in sold-out situations
- Process mail/packages/telegrams/faxes
- Maintain a guest information directory
- Use property maps to direct guests to their room locations
- Handle special requests/service problems for guests
- Pick up, use, balance, and turn in the cash bank
- Process late charges
- Process wake-up calls
- Process guaranteed no-shows

Learning Objectives

- Identify front office terminology
- Identify information collected during registration process to correctly register guests
- Explain how room rates are established with arriving guests to assign the appropriate rate such as standard rate, special rates, and rates that include meal plans, such as the American Plan, the Modified American Plan, and the European Plan
- Describe an "upsell" to arriving guests
- Explain how availability, room status, and other standard operating guidelines are used to assign rooms to arriving guests
- Discuss how to determine when a room is available for sale
- Explain how to protect a guest's identity and location upon check-in and on keys/key cards
- Explain how methods of payment are established with arriving guests to clarify payment procedures

- Describe common payment methods for arriving guests
- Demonstrate procedure for accepting payment by check
- Demonstrate procedure for accepting payment by credit card
- Describe special payment methods
- Explain how a property's computer system is used to create guest accounts
- Identify different types of accounts
- Identify types of charges that can be posted to accounts
- Explain how account entries are made through front desk terminals and remote point-of-sale terminals

Comments:

Unit 5: Lodging- Front Office

Competency

5. Serve as guest liaison

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Use the computer system and guest history system
- Order VIP amenities
- Prepare/place welcome notes in guestrooms
- Make courtesy calls to guests
- Maintain the guest information directory
- Learn about local restaurants
- Respond to guest inquiries or requests
- Prepare maps and provide directions
- Prepare and send thank-you notes
- Help guests with future reservations
- Help guests with airline/railway reservations
- Rent cars for guests
- Arrange taxi service/transportation for guests
- Help guests arrange business services
- Arrange tours for guests
- Respond to dissatisfied guests
- Respond to emergencies and alarms as required if applicable

Learning Objectives

- Describe travel, tour, attractions, and restaurant vendors and service operators that your facility maintains relationships with for guest services
- Describe how to question guests to ascertain needs before making recommendations
- Describe important guest features for business clients versus tourists
- Explain how to make travel arrangements using rental cars, airline shuttles and airline reservations, taxis and rail tickets
- Demonstrate how to read a map and point out directions for guests
- List specialty services and accommodations which guests may request such as guests with handicaps, language barriers, special dietary or religious needs, pet needs, etc.
- Describe standard gratuity guidelines for guest services
- Explain your facility's policy for accepting gratuity for guest services

Comments:

Unit 5: Lodging- Front Office

Competency

6. Process guest checkout

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Follow guest privacy/security measures
- Verify account information
- Post guest charges and payments
- Inquire about recent charges
- Check for mail, messages, and faxes
- Check for safe deposit or in-room safe keys
- Secure the room key or electronic keycard if applicable
- Present the account for payment to the guest
- Inquire about guest satisfaction to create a guest history record file
- Adjust disputed guest charges
- Verify the method of payment established at registration
- Process account payments for guests using cash
- Process account payments for guests using credit cards
- Process debit card payments
- Process personal check payments
- Process travelers checks
- Process account payments for guests using direct billing arrangements
- Combine payment methods to serve guests/customers
- Operate POS (point of sale) system and/or cash register
- Give customer correct change
- Settle guest check and thank guest
- Update the room's status through the property's computer system
- Keep the front desk clean and orderly
- Reconcile room status/housekeeping report
- Prepare a current status report
- Respond to emergencies and alarms as required if applicable

Learning Objectives

- Summarize correct check-out procedures to prevent oversights or errors
- Describe the account settlement procedures to include different types of payment
- Describe guest privacy/security measures upon checkout including the recycling of key cards
- Explain how to investigate and handle disputed charges
- Discuss the importance of accurate processing of accounts and room availability

Comments:

Unit 5: Lodging- Front Office

Competency

7. Perform special guest services

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Process safe-deposit-box transactions
- Process/deliver mail, messages, faxes, etc.
- Provide valet parking
- Arrange for items or service requested by guests
- Handle guest service problems
- Process lost and found items
- Prepare maps and provide directions

Learning Objectives

- Explain the process for safe deposit box access at your facility if applicable
- Describe important guest features for business clients versus tourists
- Demonstrate how to read a map and point out directions for guests
- List specialty services and accommodations which guests may request such as guests with handicaps, language barriers, special dietary or religious needs, pet needs, etc.
- Describe standard gratuity guidelines for guest services
- Explain your facility's policy for accepting gratuity for guest services

Comments:

Unit 5: Lodging- Front Office

Competency

8. Perform guest accounting

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Help prepare room availability forecasts
- Review the arrivals list for errors
- Call competing properties/monitor business
- Assist to calculate percentages and a 10 day forecast

Learning Objectives

- Describe the function of forecasting
- Explain how forecasting is used to maximize occupancy levels
- Identify information needed to forecast availability
- Calculate a no-show percentage
- Calculate a walk-in percentage
- Calculate an overstay percentage
- Calculate an understay percentage
- Create a ten-day forecast

Comments:

Unit 5: Lodging- Front Office

Competency

9. Perform front office cashier duties

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Process prepayments/advance deposits
- Process reservation changes/cancellations
- Process travel agent no-shows/cancellations
- Run credit check reports
- Process cash payments
- Process credit card payments
- Process debit card payments
- Process personal check payments
- Process travelers checks
- Process gift certificates
- Process a direct bill account
- Combine payment methods to serve guests/customers
- Operate POS (point of sale) system and/or cash register
- Gives customer correct change
- Settle guest check and thank guests
- Complete/run all required reports
- Balance end of shift transactions

Learning Objectives

- Describe how to process cash and credit cards using a POS and cash register
- Describe end of shift audit procedures
- Outline the role of a cashier to facilitate cash control
- Demonstrate use of cash sheets to record cash collected
- Demonstrate use of cash sheets to record cash paid out
- Explain how cash banks are issued to cashiers
- Describe how cashiers turn in cash banks and prepare cash deposits
- Explain how cash banks and cashier cash deposits are reconciled

Comments:

Appendix N

HOSPITALITY, LODGING, AND TOURISM

YOUTH APPRENTICESHIP

LODGING – HOUSEKEEPING- UNIT 6

Unit 6: Lodging- Housekeeping

Competency

1. Prepare cleaning supplies and carts

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Obtain required supplies from storage for area to be cleaned
- Restock carts with supplies
- Use protective gloves and clothing as required
- Handle cleaning solutions and chemicals safely as indicated on MSDS
- Wash hands as required
- Return or dispose used supplies to storage or for disposal as required
- Keep cart organized
- Complete required records for stocking, use, and return/disposal of supplies

Learning Objectives

- Identify housekeeping standards
- Outline compliance requirements of sanitation and health inspections
- Demonstrate proper hand-washing
- Define cleaning and sanitizing
- Discuss cleaning and sanitizing methods
- List common agents used to clean and sanitize
- Explain how areas are cleaned to reduce contamination
- Describe how pests are controlled in your facility
- Explain how to store and use pesticides properly

Comments:

Unit 6: Lodging- Housekeeping

Competency

2. Clean public spaces- Floors

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Sweep/mop hard floors
- Clean and wax tile floors
- Remove stains from tile floors
- Vacuum carpets
- Steam-extract carpets
- Remove stains from carpets
- Complete cleaning records

Learning Objectives

- Identify the criteria for floor cleaning
- Compare floor cleaning techniques between tile, marble, and carpets
- Describe stain removing techniques for tile, marble, and carpets
- Explain how frequency schedules are determined for flooring

Comments:

Unit 6: Lodging- Housekeeping

Competency

3. Clean public spaces- Lobby/Front Desk

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Empty and clean public trash cans
- Empty and clean public ash urns
- Clean mirrors and dust furnishings
- Move furniture
- Vacuum fabric and upholstery
- Remove stains from fabric upholstery
- Steam-extract fabric upholstery
- Clean walls and baseboards
- Clean doors
- Clean chandeliers/light fixtures/fans
- Clean and polishes brass
- Clean HVAC grates and vents
- Complete cleaning records

Learning Objectives

- Identify the criteria for public area cleaning
- Explain how frequency schedules are determined for the lobby/front desk area
- Describe cleaning solutions, equipment and techniques for cleaning mirrors, glass, windows, fabric, upholstery, drapes, wood surfaces, painted surfaces, brass/metal surfaces, dusting, etc.
- Describe stain removing techniques for fabric and upholstery

Comments:

Unit 6: Lodging- Housekeeping

Competency

4. Clean public spaces- Other Areas

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Empty and clean public trash cans
- Empty and clean public ash urns
- Clean mirrors and dusts furnishings
- Clean HVAC grates and vents
- Clean doors
- Clean vending/ice machines and areas
- Clean/sanitize public drinking fountains
- Clean stairwells/rails/fire corridors/ledges
- Clean elevators
- Clean public telephone areas
- Clean/restock public/employee restrooms
- Clean/supply the pool and changing rooms, if applicable
- Clean employee cafeteria and break areas
- Complete cleaning records

Learning Objectives

- Identify the criteria for public area cleaning
- Identify the criteria for back-of-house cleaning
- Identify the criteria for cleaning other facility areas
- Explain how frequency schedules are determined for public area cleaning
- Explain how frequency schedules are determined for other areas of facility
- Describe cleaning solutions, equipment and techniques for cleaning mirrors, glass, windows, fabric, upholstery, drapes, wood surfaces, painted surfaces, brass/metal surfaces, dusting, etc.
- Discuss special requirements for cleaning public restrooms and pool facilities

Comments:

Unit 6: Lodging- Housekeeping

Competency

5. Clean guest rooms

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Use a room status report to identify guestrooms for cleaning
- Locate vacated guest rooms on status report
- Enter the guestroom appropriately
- Prepare the guestroom for cleaning
- Prepare the bathroom for cleaning
- Clean the tub and shower area
- Clean the toilet
- Clean the sink and vanity
- Clean the bathroom
- Clean the guestroom closet
- Make the bed(s)
- Dust the guestroom
- Replenish supplies and amenities
- Clean windows, tracks, and sills
- Exit the guestroom properly
- Report and correct cleaning problems found during inspection
- Complete end-of-shift duties
- Set up or remove special guest service equipment
- Clean multi-room guest suites
- Complete cleaning records

Learning Objectives

- Identify various room types
- Describe how room status is monitored for cleaning schedules
- Explain how the number of rooms to be cleaned is divided among staff
- Identify housekeeping's major areas of cleaning responsibilities to meet industry standards
- Identify the criteria for guestroom cleaning
- Explain the use of frequency schedules to maintain cleaning standards
- Explain how frequency schedules are determined for guestroom cleaning
- Describe how to properly clean a bathroom, sink and tub to remove stains, mold, mildew, and soap scum

Comments:

Unit 6: Lodging- Housekeeping

Competency

6. Clean laundry

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Sort linens and uniforms
- Pre-treat and/or rewash heavily soiled items
- Load, use, and unload washers
- Load, use, and unload dryers
- Iron linens by hand or mechanically
- Fold linens by hand or mechanically
- Mend and sew linens and/or uniforms
- Clean and maintain work areas
- Fill banquet/restaurant linen requisitions
- Deliver guest service supplies
- Process contract-cleaned linens/uniforms
- Issue and receive employee uniforms
- Restock housekeeping closets and carts
- Complete cleaning, repair, stocking, delivery, and requisition records

Learning Objectives

- Describe the laundry process
- Identify different equipment used in the laundry process and how to use it
- Explain load limit for the washers and dryers used in your facility
- Describe any contract services that are used by your facility for special services such as mending or uniform cleaning
- Describe major types of stains and how to pre-treat and remove them

Comments:

Unit 6: Lodging- Housekeeping

Competency

7. Manage room supply and linen inventory

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Take physical inventory of room supplies and linens periodically against inventory records
- Review inventories and records to determine room supply and linen quantity to order
- Review discard records
- Calculate number of room supplies and linens need for full occupancy
- Order room supplies and linens as needed to maintain physical inventory as required
- Receive items upon delivery as required
- Verify actual shipment received with purchase order
- Forward documentation to appropriate person(s)
- Store items as required

Learning Objectives

- Outline receiving and storage procedures
- List factors that affect prices
- Explain how production records influence purchasing decisions
- List criteria for selecting appropriate suppliers

Comments:

Unit 6: Lodging- Housekeeping

Competency

8. Assist with management tasks

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Establish or review criteria for cleaning guestrooms and public areas
- Establish and review criteria for laundry services
- Evaluate time-based tasks for estimated times
- Schedule staff based on capacity forecasts and estimated times
- Determine the values of inventory or stock
- Calculate labor cost and ways to meet goals

Learning Objectives

- Summarize how standards are used to guide housekeeping personnel
- Describe staff positions within the housekeeping department
- Explain how the flow of housekeeping operations is set up for maximum efficiency
- Identify how criteria is established for guestroom and public area cleaning
- Summarize how productivity standards are used to guide cleaning personnel in time-based tasks
- Estimate time for cleaning guest rooms
- Estimate time for cleaning public and recreation areas

Comments:

Appendix O

HOSPITALITY, LODGING, AND TOURISM

YOUTH APPRENTICESHIP

LODGING MANAGEMENT (YEAR TWO ONLY)- UNIT 7

Unit 7: Lodging- Management

Competency

1. Conduct in-house audits

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Identify critical service processes
- Create an audit tool for service and/or area to be assessed
- Arrange for time of audit with management team
- Conduct audit with experienced staff from management team
- Summarize results of audit with management team
- Use structured problem-solving process to develop solutions with the management team to any problems reported
- Create an improvement plan with management if indicated
- Document corrective action and improvement plans and their outcome
- Corrective actions occur in a timely manner
- Monitor corrective action to validate effectiveness

Learning Objectives

- Define common quality improvement strategies to use for defining problems, identifying root causes, and creating improvement plans
- Explain how local, state, & national standards and company policies are used to create an audit checklist
- Explain the importance of implementing corrective actions and monitoring to ensure effectiveness

Comments:

Unit 7: Lodging- Management

Competency

2. Assist to maintain staffing requirements

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Evaluate staff training and development programs, customer service initiatives, and performance measurement criteria
- Develop staff work schedules based on required labor hours and occupancy levels to balance labor costs and occupancy
- Maintain records pertaining to personnel
- Arrange for training to be provided to staff
- Make recommendations to management concerning such issues as staffing decisions and procedural changes
- Develop reports on resource utilization

Learning Objectives

- Describe how budgeting is used to determine staffing levels
- Calculate labor hours for each level of booking/reservations
- Calculate number of employees to schedule at each level of booking/reservations
- Set staffing schedules to balance labor costs and level of booking/reservations
- Calculate labor hours required for each level of occupancy
- Calculate number of employees to schedule at each level of occupancy
- Calculate estimated labor expenses at each level of occupancy
- Distinguish between fixed and variable staff positions to develop work schedules
- Define fixed labor and variable labor as it applies to housekeeping

Comments:

Unit 7: Lodging- Management

Competency

3. Assist to inform and motivate employees

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Model effective customer service skills
- Model leadership and teamwork qualities to aid in employee morale
- Get regular feedback from staff
- Participate in the work of subordinates in order to facilitate productivity
- Communicate work procedures and company policies to staff
- Refer employees for guidance in handling difficult or complex problems, and in resolving escalated complaints or disputes
- Involve all individuals in creative problem-solving
- Implement corporate and departmental policies, procedures, and service standards in conjunction with management

Learning Objectives

- Detail ways to minimize staff turnover
- Describe how to create a pleasant working atmosphere
- List effective methods to coach and mentor new employees

Comments:

Unit 7: Lodging- Management

Competency

4. Assist in employee supervision activities

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Coordinate employee training and activities with other supervisory personnel, and with other work units or departments
- Develop and/or update procedures, policies, and standards
- Maintain records pertaining to personnel
- Prepare and issue work schedules, deadlines, and duty assignments
- Implement corporate and departmental policies, procedures, and service standards in conjunction with management

Learning Objectives

- Describe the requirements for staff training in your facility
- Explain the importance of initial and ongoing training
- List the types of training that are required for different staff areas
- Discuss how staff are scheduled in accordance with facility needs and staff needs
- Describe how staffing levels are determined

Comments:

Unit 7: Lodging- Management

Competency

5. Help manage Guest Services programs

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Get regular feedback from guests
- Use customer comments to guide customer satisfaction policies
- Resolve customer complaints
- Investigate root causes of customer complaints
- Summarize results of analysis with management team
- Use structured problem-solving process to develop solutions
- Create an improvement plan with management
- Document corrective action and improvement plans and their outcome
- Monitor corrective action to validate effectiveness
- Develop methods to maximize the customer experience
- Develop security measures to increase safety
- Create a solution to guests/customer exposure to a health hazard
- Suggest ways to manage guests/customers facing a threat

Learning Objectives

- Assess the importance of customer satisfaction
- Devise strategies for maximizing customer satisfaction
- Analyze each service area in your facility
- List opportunities to maximize the customer experience
- Role-play customer dissatisfaction scenarios
- Outline safety and security issues for individuals and groups in multiple environments to minimize risks

Comments:

Unit 7: Lodging- Management

Competency

6. Help manage Financial Resources

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Comply with federal, state, and company policies, procedures, and regulations
- Perform general office duties such as filing, answering telephones, and handling routine correspondence
- Operate 10-key calculators, typewriters, and copy machines to perform calculations and produce documents
- Receive, record, and bank cash, checks, and vouchers
- Reconcile or note and report discrepancies found in records
- Prepare bank deposits by compiling data from cashiers, verifying and balancing receipts, and sending cash, checks, or other forms of payment to banks
- Match order forms with invoices, and record the necessary information
- Maintain inventory records
- Check figures, postings, and documents for correct entry, mathematical accuracy, and proper codes
- Classify, record, and summarize numerical and financial data to compile and keep financial records, using journals and ledgers or computers
- Calculate, prepare, and issue bills, invoices, account statements, and other financial statements according to established procedures

Learning Objectives

- Explain double-entry accounting
- Locate and define important concepts on income statements and balance sheets
- Describe and give examples of controllable costs, fixed costs, and variable costs related to food and labor
- Calculate depreciation
- Calculate projected revenue, average cover and find revenue level
- Define cost/volume/profit relationships
- Calculate average sales per customer

Comments:

Unit 7: Lodging- Management

Competency

7. Help manage Human Resources

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Comply with federal, state, and company policies, procedures, and regulations
- Administer applicant and employee assessment instruments
- Answer questions regarding examinations, eligibility, salaries, benefits, and other pertinent information
- Arrange for advertising or posting of job vacancies
- Compile and prepare reports and documents pertaining to personnel activities
- Inform job applicants of their acceptance or rejection of employment
- Prepare badges, passes, and identification cards
- Process, verify, and maintain documentation relating to personnel activities such as staffing, recruitment, training, and classifications
- Provide assistance in administering employee benefit programs and worker's compensation plans
- Record data for each employee, including such information as addresses, weekly earnings, absences, amount of sales or production, and dates of and reasons for terminations
- Research, compile, and prepare reports, manuals, correspondence, and other information required by management or governmental agencies

Learning Objectives

- Demonstrate understanding of legal interviewing processes
- State the function and importance of new employee orientation
- Describe common elements of orientation programs
- Summarize and discuss effective group and on-the-job training
- List effective techniques used in performance evaluations
- List factors contributing to labor costs, such as employee turnover, business volume, and standards

Comments:

Unit 7: Lodging- Management

Competency

8. Help manage Physical Resources

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Arrange for necessary maintenance and repair work
- Help coordinate activities associated with shipping, receiving, distribution, and transportation
- Monitor inventory levels, and requisition or purchase supplies as needed
- Help coordinate services such as equipment and supply acquisition, parking, maintenance, and security services
- Plan layouts of storage areas, considering turnover, size, weight, and related factors pertaining to items stored
- Anticipate future needs to plan accordingly
- Maintain records pertaining to inventory, orders, supplies, and machine maintenance

Learning Objectives

- Define industry management terms including yield, yield management, no-show, discount inventory control, overbooking and spoilage
- Compare/contrast management of different organizational structures including independently owned, chain affiliated and corporations in the industry
- Describe several hospitality operational needs
- Describe capabilities and limitations of the hospitality operation
- Explain how the physical appearance and functionality of a lodging facility impacts the customer experience

Comments:

Unit 7: Lodging- Management

Competency

9. Assist with promotional efforts

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Study the objectives, promotional policies and needs of organizations to develop public relations strategies that will promote services
- Develop promotional materials such as advertisements, coupons, brochures and web-based designs
- Plan advertising campaigns to sell services
- Determine advertising medium to be used
- Prepare sample advertisements within the selected medium for presentation
- Estimate the cost of advertising space or time
- Purchase advertising materials, space, and time as required to promote service
- Identify networking opportunities and collaborative promotional efforts
- Create promotional message to target various markets
- Identify key information elements to aid in targeting or modifying the service for a specific audience

Learning Objectives

- Discuss the elements of the promotion mix
- Define public relations
- Explain types of advertising media
- List methods to announce a new service to the public
- List ways to communicate a new service to current customers
- Detail types of marketing materials for the lodging facility
- Explain the bidding and contract approval process with ad agencies
- Describe how to identify new advertising markets and how to serve them
- List options for advertisement artwork
- Identify the parts of a print advertisement
- Identify economic, social, and health/safety factors influencing meeting/event decisions

Comments:

Appendix P

HOSPITALITY, LODGING, AND TOURISM

YOUTH APPRENTICESHIP

MAINTENANCE AND GROUNDS- UNIT 8

Unit 8: Maintenance and Grounds

Competency

1. Prepare maintenance supplies and carts

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Obtain required supplies and equipment from maintenance shop storage
- Restock carts with supplies
- Use protective gloves and clothing as required
- Handle cleaning solutions and chemicals safely as indicated on MSDS
- Wash hands as required
- Returns or disposes used supplies to storage or for disposal as required
- Keeps cart organized
- Completes required records for stocking, use, and return/disposal of supplies

Learning Objectives

- Outline compliance requirements of safety and health standards
- Describe the layout of the common facility maintenance area
- Demonstrate proper hand-washing
- List and describe the uses of the various cleaning and chemical solutions used in the maintenance and grounds area
- Describe how pests are controlled in your facility
- Explain how to store and use pesticides properly

Comments:

Unit 8: Maintenance and Grounds

Competency

2. Operate tools and equipment safely

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Operate only equipment that trained on
- Choose correct tool or equipment for the task
- Follow and complete any tool check list
- Verify tool/equipment is available for use and in working order
- Verify tool/equipment is current for preventative maintenance and/or calibration
- Verify safety equipment and any Personal Protective Equipment (PPE) needed for tool/equipment use
- Inspect tool/equipment and work area for safety considerations
- Check air and power supplies as applicable
- Set up and prepare tool/equipment for safe operation including lubrication and fluid level checks
- Wear the required Personal Protective Equipment (PPE) at all times as required for the operation of the tool/equipment
- Operate tool/equipment safely with guarding devices if applicable in the manner required for the job task
- Monitor tool/equipment for safe operation while operating
- Follow facility procedures for clean up and shut down after use
- Investigate and promptly report abnormal tool/equipment conditions
- Properly shut down and label any tool/equipment that is not operating as expected, if applicable
- Follow Lock Out/Tag Out procedures as applicable
- Document use and maintenance as required
- Monitor tool/equipment to ensure that that corrective action solved the problem

Learning Objectives

- Distinguish between common hand tools including hammers, wrenches, and pliers
- Distinguish between screw thread types and sizes
- List the various tools and equipment used at your worksite such as cutting and non-cutting hand tools, mowers, snow blowers, sod cutters, electric clippers, pruning saws, etc.
- Outline applications of each tool and equipment
- Describe and demonstrate the safety requirements for each tool and equipment
- Discuss start up and shut down procedures for each tool/equipment you will operate
- Explain the purpose of preventative maintenance
- Describe emergency shutdown procedures for the tool/equipment you will operate
- Explain how to recognize and address malfunctions for the tool/equipment you will operate

- Describe how to recognize wear and tear on equipment components
- Describe how to select lubricants and coolants as applicable
- List the OSHA and other regulatory requirements as they apply to the equipment that you operate
- List the safeguards that apply to the equipment used in your facility for tools, automated machines, material handling equipment, and lifts
- List which tools and equipment require safety certification
- Explain Lock Out/Tag Out indications and procedures in your facility

Comments:

Unit 8: Maintenance and Grounds

Competency

3. Use tools to maintain grounds and equipment

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Maintain and repair equipment, and structures such as buildings, greenhouses, fences, and benches, using hand and power tools
- Operate powered equipment such as mowers, tractors, snow blowers, electric clippers, and sod cutters
- Use hand tools such as shovels, rakes, pruning saws, saws, hedge and brush trimmers, and axes

Learning Objectives

- Evaluate methods for equipment maintenance and repair to avoid downtime
- List advantages for repairing on site
- List advantages of securing a technician from off-site
- List factors to consider in selecting a technician
- List the factors involved with preventive maintenance (time, cost)
- List the factors involved with emergency repair (downtime, cost)

Comments:

Unit 8: Maintenance and Grounds

Competency

4. Assist to perform routine preventative maintenance

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Perform routine preventative maintenance (PM) according to facility schedule
- Communicate scheduled PM to management
- Assure that alternative equipment is available if needed
- Gather supplies to perform PM
- Ensure that equipment is properly labeled and pulled from use
- Follow appropriate Lock Out/Tag Out procedures prior to performing PM
- Follow all safety requirements and wears appropriate Personal Protective Equipment (PPE) as required
- Assist worksite professional to follow PM schedule to calibrate and maintain equipment, tools and workstations
- Assist worksite professional to re-qualify equipment for operation
- Cleans up area after PM
- Document preventative actions taken

Learning Objectives

- Describe the different types of lubricants, their uses, storage, and disposal requirements
- Discuss how to use a viscosimeter and grease gun
- Describe how diagrams schematics, equipment manuals, and equipment specifications to determine the schedule and process for PM

Comments:

Unit 8: Maintenance and Grounds

Competency

5. Assist with routine repair maintenance

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Assures that alternative equipment is available if needed
- Consults worksite professionals, maintenance manuals, and equipment history to diagnose possible equipment problems
- Gathers supplies to perform repair
- Ensures that equipment is properly labeled and pulled from use
- Follows appropriate Lock Out/Tag Out procedures prior to performing repair
- Follows all safety requirements and wears appropriate Personal Protective Equipment (PPE) as required
- Assists worksite professional to isolate system and component failure and to repair equipment problems
- Assists worksite professional to identify root cause of problem and develop corrective action plan
- Assists worksite professional to re-qualify equipment for operation
- Cleans up area after repair
- Documents repairs completed
- Evaluates repair work through follow up

Learning Objectives

- Describe how diagrams schematics, equipment manuals, and equipment specifications to determine repair
- Discuss the need to prevent contamination of fluids and bearings
- Describe the most common causes of tool/equipment failure in your facility
- Explain the meaning of common alarms on equipment at your facility
- Compare what equipment and equipment material are recyclable and what is not at your facility
- Describe the purpose, function, and components of diagnostic testing equipment used in your facility

Comments:

Unit 8: Maintenance and Grounds

Competency

6. Assist with maintenance communication

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Verify communication with appropriate parties in a timely manner
- Communicate maintenance and repair needs clearly
- Use the correct reporting formats for communication
- Document maintenance and repair activities accurately
- Report back and document any maintenance and repair issues in a timely manner
- Investigations are complete, timely, and include indication of root cause
- Maintenance communication is timely and accurate
- Maintenance communication is documented

Learning Objectives

- Discuss how to schedule repair and maintenance functions with respect to facility requirements and guest needs
- Explain how communication for repair and maintenance issues demonstrates a knowledge of customer and business needs
- List the parties that need to be involved of repair and maintenance issues
- Describe the importance of documenting communications

Comments:

Unit 8: Maintenance and Grounds

Competency

7. Maintains grounds- Public Spaces

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Prepare tools and equipment for maintenance
- Shovel snow from walks, driveways, and parking lots, and spread salt in those areas
- Gather and remove litter
- Provide proper upkeep of sidewalks, driveways, parking lots, fountains, planters, and other grounds features

Learning Objectives

- Discuss the importance of the appearance of public spaces in the hospitality industry
- Explain how facility appearance and grounds maintenance affect the overall guest experience
- Describe how to shovel snow by hand to avoid back injury
- Explain the use of salt and sand to prevent falls and slips
- Describe the effective temperature ranges of salt and sand to remove snow and ice from walkways
- Explain how chips, holes, and cracks are maintained at a facility in order to prevent slips and falls

Comments:

Unit 8: Maintenance and Grounds

Competency

8. Maintains grounds- Green Spaces

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Prepare tools and equipment for maintenance
- Plant, tend, trim, and weed flower beds
- Care for lawns by mowing, mulching, aerating, weeding, grubbing and removing thatch, and trimming and edging around flower beds, walks, and walls
- Prune and trim trees, shrubs, and hedges, using shears, or pruners
- Rake, mulch, and compost leaves
- Water lawns, trees, and plants, using portable sprinkler systems, hoses, or watering cans
- Use irrigation methods to adjust the amount of water consumption and to prevent waste
- Mix and spray or spread fertilizers, herbicides, or insecticides onto grass, shrubs, and trees, using hand or automatic sprayers or spreaders
- Look for insect infestations and plant diseases

Learning Objectives

- Explain the proper use and techniques for lawn mowing, planting, weeding, pruning, and watering
- Describe equipment and any special solutions used for lawn mowing, planting, weeding, pruning, and watering
- Compare and contrast different fertilizer treatments for effectiveness, safety, and environmental impact
- Describe common plant diseases and insect infestations and what they look like
- Explain how to rake and collect leaves to avoid back injuries
- Describe the benefits of composting
- Describe seasonal maintenance needs at your facility
- Determine a planting plan for seasonal displays of foliage, plants, and flowers

Comments:

Unit 8: Maintenance and Grounds

Competency

9. Performs preventative maintenance of public areas

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Prepare tools for maintenance work
- Maintain and service ice machines
- Clean the pool(s)
- Paint walls and other surfaces both inside and outside
- Perform pressure washing
- Troubleshoot the vacuum cleaners
- Keep the maintenance shop organized

Learning Objectives

- Describe when pressure washing a surface is indicated
- Describe common routine preventative maintenance (PM) for public areas
- Describe the proper equipment and techniques for PM to common public areas such as leaky faucets, toilets, and repairs to ceramic tile/grout, wallpaper, door locks, fixtures, etc.
- Discuss special requirements to maintain public restrooms and pool facilities
- Explain various types of equipment and techniques used to paint interior and exterior surfaces

Comments:

Unit 8: Maintenance and Grounds

Competency

10. Performs routine maintenance on guest rooms (LODGING ONLY)

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Prepare tools for maintenance work
- Communicate out of order room status
- Perform preventative maintenance on guestrooms
- Perform interior installations
- Repair wash basin drains
- Repair faucet leaks and drips
- Repair ceramic tile and grout
- Service and repair toilets
- Install ceiling fans
- Replace out of order television sets
- Apply and repair wallpaper

Learning Objectives

- Discuss the importance of the appearance and functionality for guest rooms in the hospitality industry
- Explain how room appearance and functionality affect the overall guest experience
- Describe common routine repairs for guest rooms
- Describe the proper equipment and techniques to make common guest room repairs such as leaky faucets, toilets, and repairs to ceramic tile/grout, wallpaper, door locks, fixtures, etc.
- Describe common troubleshooting techniques for inoperative vacuum cleaners, ice machines, vending machines, clogged toilets, watering systems, heating/cooling systems, and maintenance equipment.
- Explain the replacement schedule for room items such as TVs, clocks, lights, chairs, mattresses, etc. at your facility

Comments:

Appendix Q

HOSPITALITY, LODGING, AND TOURISM

YOUTH APPRENTICESHIP

MARKETING AND SALES- UNIT 9

Unit 9: Marketing and Sales

Competency

1. Assist to develop venue retail merchandising

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Assist to evaluate merchandising opportunities to predict types of products
- Assist to design retail displays for theme, lighting, color, props
- Collaborate with others to obtain products and other display items
- Construct or assemble displays and display components
- Determine type of merchandise to be featured and time and place for each display
- Dress mannequins for displays if applicable
- Install booths, exhibits, displays, carpets, and drapes, as required
- Install decorations such as flags, banners, festive lights, and bunting
- Color-coordinate clothing racks and counter displays
- Place prices and descriptive signs on backdrops, fixtures, merchandise, or floor
- Store, pack, and maintain records of props and display items
- Change or rotate window displays, interior display areas, and signage to reflect changes in inventory or promotion

Learning Objectives

- Describe the goal of product presentation
- List types of merchandise that may be available at each venue
- Explain how a theme might determine the types of products/services/events available
- Explain how retail displays are used in marketing retail items
- Describe types of display arrangements
- Explain the role of promotion as a marketing function
- Explain types of promotion
- Give examples of promotional messages that target your intended audience

Comments:

Unit 9: Marketing and Sales

Competency

2. Serve as a retail cashier

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Prepare the store for opening
- Prepare the register and cashier system
- Stock and maintain displays
- Greet and assist guests
- Use effective sales techniques
- Process cash, credit card, debit card, personal check, travelers check, and/or gift receipt payments
- Handle returns and exchanges
- Respond to dissatisfied guests
- Assist guests by telephone
- Prepare guest purchases for shipment
- Prevent unnecessary losses
- Rotate stock on shelves back to front
- Remove expired and/or damaged merchandise
- Document and dispose of expired merchandise as required
- Close down the cash register
- Prepare to close the store
- Inventory stock and reorder when inventories drop to specified levels
- Keep records pertaining to purchases, sales, and requisitions
- Respond to emergencies and alarms as required

Learning Objectives

- Explain how to use a cash register or POS for cash, credit card, debit card, personal checks, travelers, checks and gift receipt sales
- Describe how to identify appropriate cash, checks and forms of identification
- List ways to deter theft in a retail setting
- List the steps of a sale
- Name methods for making the initial approach in retail sales
- Explain the business ethics of selling
- Explain the use of technology in selling
- Identify selling regulations
- Identify product information in the use of selling
- Describe ways to determine customer needs
- List common objections to purchasing
- Explain how to address customer objections
- Analyze product information to identify product features and benefits
- Describe the purpose of rotating stock on retail shelves

Comments:

Unit 9: Marketing and Sales

Competency

3. Assist to plan marketing strategies

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Study demographic reports to learn customer preferences and limitations
- Study consumer preference reports to create a desirable experience
- Study reports that project how much of the service will be sold within a certain period of time
- Read trade publications, attend seminars, and consult with other meeting professionals to keep abreast of meeting management standards and trends
- Compare your service with similar services made by other establishments
- Suggest strategies for capturing a larger market share
- Suggest methods to convince customers to return and refer others to the facility

Learning Objectives

- Identify the elements of marketing.
- Explain the role of marketing in the hospitality, lodging, and tourism industry
- Describe the purpose of a mission statement
- Differentiate among plans, goals, objectives, strategies and tactics
- Explain the components of a marketing plan
- Discuss barriers to marketing planning
- Explain the importance of a marketing plan for a hospitality, lodging, and tourism facility
- Research the discretionary factors that influence hospitality & tourism decisions to create customer options
- Identify key information to aid in targeting or modifying products for your audience
- Give examples of how culture is relevant to the hospitality and tourism industry
- Articulate the relevance of geography to hospitality and tourism including natural resources, climate, landforms and time zones
- Apply the concepts of weather and climate to hospitality situations
- Define economics as it applies to the hospitality and tourism industry
- Generalize the effects that supply and demand have on the hospitality and tourism industry
- Identify economic, social, and health/safety factors influencing travel decisions
- Explain how to analyze and evaluate sales histories, popularity indices, and production sheets
- Name sub-sector determinants related to demographics and psychographics
- Design an experience with one tourism asset for each of the sub-sectors
- Describe the use of market segmentation to design marketing plans
- Describe the ways to incorporate a loyalty program into the marketing plan
- List ways to entice the customer to return

Comments:

Unit 9: Marketing and Sales

Competency

4. Assist to determine product pricing

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Collect marketing information from customers
- Collect marketing information from other sources such as staff, vendors, Internet, competitors
- Compare demand and cost considerations for product delivery
- Construct a sample pricing policy

Learning Objectives

- Explain the hospitality product as the key element in the marketing mix
- Differentiate among product, product item, product line, product mix and product bundling as they apply to the hospitality industry
- Describe factors used to position the hospitality services
- Analyze common product mix decisions that marketers make
- Explain the nature and scope of the pricing function
- Explain the business ethics in pricing
- Discuss the legal considerations for pricing
- List factors affecting pricing
- Compare and contrast pricing policies such as penetration, skimming, and neutral pricing

Comments:

Unit 9: Marketing and Sales

Competency

5. Identify prospective customers

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Study the objectives, policies and needs of target customers
- Forecast sales using sales history, popularity indices, and production sheets
- Mail company literature to households and businesses using information from marketing resources
- Obtain referrals from previous customers
- Prepare a list of prospective customers
- Perform telemarketing activities as required

Learning Objectives

- Identify reasons customers would be interested in your hospitality & tourism services
- Identify key information to aid in targeting or modifying products for your audience
- Explain how to forecast sales using marketing information
- List the groups or demographics of the groups to be targeted
- Analyze details of targeted customers to assess their growth potential and to set quotas
- Compare product features and pricing of services offered at other like facilities
- Describe telemarketing techniques that are used to sell meeting/event services
- List selling points specific to the services at your company
- Describe how to highlight key hospitality & tourism features
- Identify the steps of the selling process
- Identify sources for prospective customers
- Describe the potential individual, group, cultural, and situational factors that influence a consumer's decision to buy

Comments:

Unit 9: Marketing and Sales

Competency

6. Assist with promotional efforts

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Study the objectives, policies and needs of target organizations to develop strategies that will promote your services
- Develop promotional materials such as advertisements, coupons, brochures and web-based designs
- Plan advertising campaigns to sell services
- Determine advertising medium to be used
- Prepare sample advertisements within the selected medium for presentation
- Estimate the cost of advertising space or time
- Purchase advertising materials, space, and time as required to promote service
- Identify networking opportunities and collaborative promotional efforts
- Create promotional message to target various markets
- Identify key information elements to aid in targeting or modifying the service for a specific audience

Learning Objectives

- Discuss the elements of the promotion mix
- Define public relations
- Explain types of advertising media
- Compare advantages and disadvantages of sales promotion methods and advertising media
- Explain how specific types of advertising will help promote services in the most effective way possible
- List methods to announce a new service to the public
- List ways to communicate a new service to current customers
- Compare/contrast different marketing packets/materials
- Detail types of marketing materials for the facility
- Explain the bidding and contract approval process with media agencies
- Describe how to identify new advertising markets and how to serve them
- List options for advertisement artwork
- Identify the parts of a print advertisement
- Identify economic, social, and health/safety factors influencing meeting/event decisions

Comments:

Unit 9: Marketing and Sales

Competency

7. Collaborate with marketing team efforts

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Cooperate with advertising teams, sales managers, and designers, to plan advertising strategies that will entice people to purchase service
- Research new places to sell services
- Suggest ways to improve services
- Assist with production of advertisements and promotions with team
- Consult with staff to arrange promotional campaigns in all types of media for services to organizations and individuals

Learning Objectives

- Explain the use of the sale presentation
- Describe the importance of personal selling in marketing services
- Discuss the selling process
- Describe collaboration with other entities to provide an inclusive product or service
- Detail ways to set-up a marketing partnership
- Describe the process to create a tourism experience package with other businesses

Comments:

Unit 9: Marketing and Sales

Competency

8. Assist to evaluate marketing efforts

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Evaluate service reputation
- Assist with market research to determine efforts such as customer satisfaction, customer preferences, market size & growth, buying cycles, etc.
- Audit services to ensure service is as described and advertised
- Examine customer complaints regarding services, products, or personnel

Learning Objectives

- Describe the purpose of marketing research
- Explain why market research and customer follow up is important
- Identify methods of conducting marketing research
- Discuss trends and limitations in marketing research

Comments:

Unit 9: Marketing and Sales

Competency

9. Process sales

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Assist to determine quote and pricing based on customer request for service
- Reserve service
- Provide customer with sales order copy, brochures, and any applicable publications containing service information
- Record sale
- Record service reservation/charge orders

Learning Objectives

- Explain the bidding and contract process for some hospitality & tourism services
- Describe materials needed for the customer to prepare for the hospitality & tourism service ordered
- Explain your facility's process and records for hospitality & tourism service sales

Comments:

Unit 9: Marketing and Sales

Competency

10. Process financial transactions

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Assist to invoice a bill for services
- Process prepayments/advance deposits
- Process reservation changes/cancellations
- Run credit check reports
- Accept cash payments
- Make a credit card transaction
- Complete/run all required reports
- Balance transactions

Learning Objectives

- Explain how customers are billed for hospitality & tourism services
- Describe the purpose of the credit check for hospitality & tourism services
- Explain how to process credit card payments
- Describe how to process cash and credit cards using a POS and cash register
- Describe end of shift financial audit procedures
- Outline the role of a cashier to facilitate cash control
- Demonstrate use of cash sheets to record cash collected
- Demonstrate use of cash sheets to record cash paid out
- Explain how cash banks are issued to cashiers
- Describe how cashiers turn in cash banks and prepare cash deposits
- Explain how cash banks and cashier cash deposits are reconciled

Comments:

Appendix R

HOSPITALITY, LODGING, AND TOURISM

YOUTH APPRENTICESHIP

MEETINGS AND EVENTS- UNIT 10

Unit 10: Meetings and Events

Competency

1. Set up a meeting/event

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Follow banquet event orders/change orders
- Set function room lighting
- Clean floors
- Set up function rooms as required
- Set up support services for functions
- Place tablecloths on function room tables
- Skirt and flounce function room tables
- Set up and break down a dance floor
- Set up and take down staging
- Install and remove air walls
- Hang banners and decorations for functions
- Help set up/take down audiovisual equipment for functions
- Break down/clear function rooms after events
- Refresh meeting rooms
- Set up portable bars
- Set up buffets
- Set tables for banquets

Learning Objectives

- List the types of meeting and banquet services your facility offers
- Describe how banquets are planned and arranged for different purposes (e.g., weddings, luncheons, business meetings, etc.)
- Demonstrate how to set up and break down tables, banners, decorations, portable bars, and other equipment such as dance floors, lights, and staging
- Describe how to set up, skirt & flounce tables
- Explain the importance of event orders to ensure appropriate set up

Comments:

Unit 10: Meetings and Events

Competency

2. Serve customers at a meeting/event

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Follow banquet event orders/change orders
- Place tablecloths on tables
- Skirt and flounce tables
- Fold napkins
- Set tables for banquets
- Prepare bread
- Prepare, lift, and carry service trays
- Prepare and provide hot beverage service
- Serve water
- Take and serve beverage orders
- Serve bread and butter
- Prepare ice buckets
- Serve each course at sit-down banquets
- Maintain tables during service
- Maintain buffets
- Maintain hors d'oeuvres for receptions
- Provide break/continental breakfast service
- Refresh meeting rooms
- Respond to dissatisfied guests
- Clear tables

Learning Objectives

- Explain proper order and direction for serving
- Compare and contrast serving customers at a banquet versus table service in a restaurant
- Compare service duties for serving buffets, sit-down banquets, and break areas
- List items that you should watch for during sit down banquets, buffets, and in break areas
- Explain how proper food temperature is maintained at sit down banquets, buffets, and in break areas

Comments:

Unit 10: Meetings and Events

Competency

3. Identify prospective customers

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Study demographic reports to learn customer preferences and limitations
- Study consumer preference reports to create a desirable experience
- Study reports that project how much of the service will be sold within a certain period of time
- Compare your service with similar services made by other establishments
- Read trade publications, attend seminars, and consult with other meeting professionals to keep abreast of meeting management standards and trends
- Study the objectives, policies and needs of target customers
- Forecast sales using sales history, popularity indices, and production sheets
- Mail company literature to households and businesses using information from marketing resources
- Obtain referrals from previous customers
- Prepare a list of prospective customers
- Perform telemarketing activities as required

Learning Objectives

- Explain the role of marketing in the hospitality, lodging, and tourism industry
- Explain the components of a marketing plan
- Identify reasons customers would be interested in meeting/events services
- Research the discretionary factors that influence meeting/event decisions to create customer options
- Explain how to forecast sales using marketing information
- Explain how to analyze and evaluate sales histories, popularity indices, and production sheets
- Describe the ways to incorporate a loyalty program into the marketing plan
- List ways to entice the customer to return
- List the groups or demographics of the groups to be targeted
- Analyze details of targeted customers to assess their growth potential and to set quotas
- Compare product features and pricing of services offered at other like facilities
- Describe telemarketing techniques that are used to sell meeting/event services
- List selling points specific to the services at your company
- Describe how to highlight key meeting/event features
- Identify the steps of the selling process
- Identify sources for prospective customers
- Describe the potential individual, group, cultural, and situational factors that influence a consumer's decision to buy

Comments:

Unit 10: Meetings and Events

Competency

4. Assist with promotional efforts

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Study the objectives, promotional policies and needs of organizations to develop public relations strategies that will promote service
- Develop promotional materials such as advertisements, coupons, brochures and web-based designs
- Plan advertising campaigns to sell services
- Determine advertising medium to be used
- Prepare sample advertisements within the selected medium for presentation
- Estimate the cost of advertising space or time
- Purchase advertising materials, space, and time as required to promote service
- Identify networking opportunities and collaborative promotional efforts
- Create promotional message to target various markets
- Identify key information elements to aid in targeting or modifying the service for a specific audience

Learning Objectives

- Discuss the elements of the promotion mix
- Define public relations
- Explain types of advertising media
- Compare advantages and disadvantages of sales promotion methods and advertising media
- Explain how specific types of advertising will help promote services in the most effective way possible
- List methods to announce a new service to the public
- List ways to communicate a new service to current customers
- Compare/contrast different marketing packets/materials
- Detail types of marketing materials for the facility
- Explain the bidding and contract approval process with media agencies
- Describe how to identify new advertising markets and how to serve them
- List options for advertisement artwork
- Identify the parts of a print advertisement
- Identify economic, social, and health/safety factors influencing meeting/event decisions

Comments:

Unit 10: Meetings and Events

Competency

5. Assist to plan meetings/events

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Consult with customers to determine objectives and requirements for meetings/events
- Plan and develop programs, agendas, budgets, and services according to customer requirements
- Plan, describe, arrange, and sell packages and promotional incentives
- Identify an opportunity to sell up to greater experiences for the meeting or event
- Coordinate with sales promotion activities

Learning Objectives

- Describe the restaurant, lodging, event, or attraction as a product
- Describe the importance of suggestive selling and upgrading
- Describe group and event sales
- Explain methods to use to help a customer plan and decide on meeting/event services
- Generalize the effects that supply and demand have on meeting/event services
- Identify economic, social, and health/safety factors influencing meeting/event services decisions
- Identify key information to aid in targeting or modifying products for your audience

Comments:

Unit 10: Meetings and Events

Competency

6. Process meeting/event sales

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Assist to determine quote and pricing based on customer request for meeting/event services
- Reserve service
- Provide customer with sales order copy, brochures, and any applicable publications containing service information
- Record sale
- Record meeting/event set up/charge orders

Learning Objectives

- Explain the bidding and contract process for meeting/event sales
- Describe materials needed for the customer to prepare for the meeting/event
- Explain your facility's process and records for meeting/event sales

Comments:

Unit 10: Meetings and Events

Competency

7. Assist to coordinate meeting/event activities

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom
- while working with a worksite professional

Performance Standard Criteria

Performance will be successful when the learner:

- Evaluate and select providers of services according to customer requirements
- Coordinate services for events, such as accommodation and transportation for participants, facilities, catering, signage, displays, special needs requirements, printing and event security
- Arrange the availability of audio-visual equipment, transportation, displays, and other event needs
- Confer with event organizer to coordinate details
- Evaluate the types of information and directions guests would need at entry to be familiar with the meeting/event such as event days/times, maps and diagrams, critical locations of restrooms, telephones, ATMs, and emergency evacuation routes
- Inspect meeting/event facilities to ensure that they conform to customer requirements
- Monitor meeting/event activities to ensure compliance with applicable regulations and laws, satisfaction of participants, and resolution of any problems that arise
- Conduct post-meeting/event evaluations to determine how future events could be improved
- Maintain records of event aspects, including financial details

Learning Objectives

- Describe the importance of ongoing communication and follow through with the meeting/event Explain how multiple activities are managed and communicated to provide multiple services for meetings/events
- List the key processes that must be overseen to ensure successful meeting/event experiences such as space & facility set up, catering, accommodations, and transportation
- Explain the importance of the security function at a meeting/event
- Compare and contrast different types of large and small meeting/events such as business meetings, small banquets, weddings, professional conferences, public attendance events, sporting events, etc.

Comments:

Unit 10: Meetings and Events

Competency

8. Process financial transactions

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when the learner:

- Assist to invoice a bill for services
- Process prepayments/advance deposits
- Process reservation changes/cancellations
- Run credit check reports
- Accept cash payments
- Make a credit card transaction
- Complete/run all required reports
- Balance transactions

Learning Objectives

- Explain how customers are billed for meeting/event services
- Describe the purpose of the credit check for meeting/event services
- Explain how to process credit card payments
- Describe how to process cash and credit cards using a POS and cash register
- Describe end of shift financial audit procedures
- Outline the role of a cashier to facilitate cash control
- Demonstrate use of cash sheets to record cash collected
- Demonstrate use of cash sheets to record cash paid out
- Explain how cash banks are issued to cashiers
- Describe how cashiers turn in cash banks and prepare cash deposits
- Explain how cash banks and cashier cash deposits are reconciled

Comments: