RESTAURANT & FOOD SERVICE MANAGEMENT

COLLEGIATE DECA

1 PARTICIPANT | HOSPITALITY AND TOURISM | 1 ROLE-PLAY | PREP TIME 30 | PRESENTATION TIME 15

OBJECTIVE

The Restaurant and Food Service Management event involves an individual participant analyzing a real-world restaurant and food service management situation, developing ideas/solutions to the situation, then role-playing with a professional (judge) with experience in restaurant and food service management. Participants also take a comprehensive exam.

DESCRIPTION

The Restaurant and Food Service Management event includes multiple activities designed to measure a broad range of knowledge, skills and attitudes in the restaurant and food service management career area. These are reflected in a comprehensive list of performance indicators specific to this event that are available to the participants. However, participants are not informed, prior to the actual competition, which performance indicators will be evaluated during a particular activity.

EVALUATION FORMATS AND PROCEDURES

1. COMPREHENSIVE EXAM A multiple-choice written exam measuring a wide range of performance indicators. Questions are based on general business, economic, marketing, and management performance indicators, as well as performance indicators related to the hospitality and tourism industry.

2. ROLE-PLAY The participant is given a written description of a specific situation that measures skills, knowledge and attitudes in a restaurant and food service management career. The participant studies the situation and responds to the issues involved through interaction with a business/industry professional (judge). The role of the participant and of the judge will be determined by the specific role-play situation. Each role-play situation has a unique evaluation form that measures performance indicators specific to the situation.

The combination of comprehensive exams and role-play activities varies at local, district, association, regional and international competition levels. International preliminary round competition includes one comprehensive exam and one role-play, with the role-play score being double-weighted. Participants will be ranked by section and a predetermined number of participants will be named finalists. Finalists will be given a second role-play situation. The role-play will again be double-weighted and combined with the initial exam score to determine final rankings.

The following guidelines will be applied to international competition. Guidelines for competitions held at other levels (i.e., district, association) may vary.

LEARNING OUTCOMES

Through the comprehensive exam, and the analysis of the role-play situation and interaction with one or more business/industry professionals (judges), the participants will develop or reinforce the following areas in relation to restaurant and food service management:

- Applying marketing/management principles and techniques to the restaurant and food service industry and organizational environment
- Analyzing situations, organizing thoughts and identifying solutions
- Demonstrating knowledge/understanding of general business and industry-specific concepts
- Organizing and communicating ideas and concepts effectively

GUIDELINES FOR THE COMPREHENSIVE EXAM

For international competition, students are challenged with one hundred (100) multiple choice items, with answers being given using a Scantron (bubble) form. Competitors are allowed ninety (90) minutes to complete the exam. Additional information is provided in the Comprehensive Exam Specifications on page 10.

GUIDELINES FOR THE ROLE-PLAY/PRESENTATION

1. The participant will be given a role-play involving a restaurant and food service situation.
2. Each participant will have thirty (30) minutes for analyzing the situation and organizing his/her response and interaction.
3. Participants may not consult anyone about the role-play situation.
4. Any cell phone use, text messaging, email, etc. is prohibited during the entire competitive event.
5. Internet access is prohibited during the entire competitive event.
6. Participants may not bring any reference materials, audio or visual aids, computers, etc. to the competitive event, except what is provided by the event manager. Only blank paper or note cards, and pens/pencils may be used (may or may not be supplied).
7. Materials appropriate for the situation may be handed to or left with the judge. Materials handed to the judge must be created using materials allowed during the designated preparation period.
8. A fifteen (15) minute time limit will be given for participants to interact with a professional (judge). This time limit includes time for the participants to interact with the judge(s) and to respond to any questions. Participants will be allowed to use notes made only during the interaction and during the time allowed for preparation.
9. Participants will be evaluated according to the specific performance indicators being evaluated in the role-play situation, as well as the overall quality of the interaction.
10. When using a presentation aid, such as singing a song, the noise level must be kept at a conversational level that does not interrupt other participants. If this guideline is not followed, the participant will be interrupted (during the prep or presentation time) and asked to follow the noise policy.
11. Competitors are also responsible for following the information provided in the General Rules and Regulations for competition found on pages 4 and 5.

Failure to follow guidelines may result in disqualification.

PRESENTATION SCHEDULE

Thirty (30) minutes to analyze the situation and organize a response/interaction (prep time)

Fifteen (15) minutes to interact with the judge(s)

Five (5) minutes for scoring by the judge(s)

RESTAURANT & FOOD SERVICE MANAGEMENT
JUDGE INSTRUCTIONS

The Restaurant and Food Service Management event was created by Collegiate DECA in response to the career opportunities available for college graduates in the area of restaurant and food service management.

Participants with career interests in restaurant and food service management will analyze a role-play situation related to the industry. The participants will make decisions regarding the situation and interact with you, the judge(s). This role-play situation is presented in written form. The role of the participant and of the judge(s) will be determined by the specific role-play situation.

Participants also complete a written exam. The score given by the judge(s) for the role-play is double-weighted, then combined with the participant's exam score to arrive at a final score for the participant.

JUDGING THE PRESENTATION

1. To ensure fairness, at no time should a participant be asked where he/she is from (school, state, country, etc.).
2. Participants will be evaluated according to an Evaluation Form accompanying the role-play.
3. Participants will be scheduled for presentations at twenty (20) minute intervals. Remember, your role will be determined by the specific role-play situation.
4. Please place the participant's name and identification number (using labels if provided) on the bubble score sheet as instructed (if not already done). If a bubble sheet has not been provided, this information must be placed on the evaluation form specific to the role-play situation.
5. You will interact with the participant for up to fifteen (15) minutes. This includes time for the participants to interact with you based on the role-play situation, and for you to make comments and ask questions. Each role-play situation includes 2 to 3 standard questions that should be asked of each participant. In addition to these, you may ask additional questions for clarification specific to the current participant.
6. After the role-play is completed, please thank the participant but give no indication of the participant's performance/score. If appropriate for the situation, you may state that a decision will be made soon and that the participant will be notified of the decision.
7. During the last five (5) minutes, after the participant is excused from the judging area, you may score the participant. Refer to the Evaluation Criteria for guidelines. On the bubble sheet provided, please bubble in the appropriate score AND write the score on the corresponding line to verify accuracy. Please make sure not to exceed the maximum score possible for each item.

Please make sure to score all categories, add them for the total score, then initial the total score. The maximum score for the evaluation is one hundred (100) points.

Note: If a bubble score sheet is not provided, indicate your scores on the evaluation form.

PRESENTATION SCHEDULE | IN TWENTY (20) MINUTE INTERVALS

Fifteen (15) minutes to interact with the participant (includes questions)

Five (5) minutes for scoring by the judges

EVALUATION CRITERIA

A score under the heading Exceeds Expectations in any category means that, in your opinion, the presentation/interaction is handled in an effective, creative way; in effect, nothing more could be expected of the participant.

A score under the heading Meets Expectations in any category means that, in your opinion, the presentation/interaction is handled well. There may be a few minor problems or omissions, but they are not significant. A presentation/interaction which earns this level in every category would be considered a strong presentation/interaction.

A score under the heading Below Expectations or Little/No Demonstration in any category means that some major flaw has been noted which damages the effectiveness of the presentation/interaction. This may be a major omission, a serious misstatement or any other major flaw.

JUDGING SUMMARY

Maximum score for the role-play is one hundred (100) points. An average score of 70 or better, when combined with the comprehensive exam, will earn the participant a Certificate of Excellence.

We hope you are impressed by the quality of work of these students with a career interest in restaurant and food service management. If you have any suggestions for improving this event, please mention them to your event manager.

WE THANK YOU FOR YOUR HELP.

COLLEGIATE DECA

Award of Excellence

is hereby awarded this certificate in recognition of achieving all standards of performance in the

at the International Career Development Conference.

Executive Director, DECA Inc.

Date

DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management.

CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurants and Food and Beverage Services

INSTRUCTIONAL AREA
Operations

RESTAURANT AND FOOD SERVICE MANAGEMENT EVENT

PARTICIPANT INSTRUCTIONS

PROCEDURES

1. The event will be presented to you through your reading of these instructions, including the Performance Indicators and Event Situation. You will have up to 30 minutes to review this information to determine how you will handle the role-play situation and demonstrate the performance indicators of this event. During the preparation period, you may make notes to use during the role-play situation.

2. You will have up to 15 minutes to role-play your situation with a judge (you may have more than one judge).

3. You will be evaluated on how well you meet the performance indicators of this event.

4. Turn in all your notes and event materials when you have completed the role-play.

PERFORMANCE INDICATORS

1. Discuss the role of ethics in operations.

2. Describe the use of technology in operations.

3. Explain employee's role in expense control.

4. Relate appropriate response to legal/ethical infractions in the workplace.

5. Outline steps to remedy specific problems.

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EVENT SITUATION

You are to assume the role of general manager at FRATERNITY, a casual restaurant that specializes in bar fare; wings, burgers, nachos, onion rings, etc. The restaurant currently has two locations. The owner of both FRATERNITY locations (judge) has asked you respond to recent acts of employee fraud and create a new system to manage and track employees and their transactions.

FRATERNITY opened its doors only five years ago in a large city with two major universities. Each of the restaurants is located in the popular neighborhoods near the universities. The restaurants cater to the co-eds by supporting sports teams, offering specials and promotions to students and hiring the students as servers, hosts and cooks.

Each FRATERNITY employee is issued a swipe card that is used for clocking in and out, entering food and drink orders, closing out bills and overriding and voiding transactions. While the swipe card system is efficient, it unfortunately creates the opportunity for fraud. The owner (judge) has found that many employees have been taking advantage of the system. Employees have been guilty of giving other staff members their cards to clock them in on time and using each other's cards to enter orders to maintain their speed requirements. Most alarming, the owner (judge) has found that a large number of unauthorized overrides and voids have been given, costing the company hundreds of dollars.

The owner of the FRATERNITY restaurants (judge) wants to know how you will respond to the employee fraud and has asked for your ideas on a new system that will be more reliable than the swipe card system. The new system must:

- Tie the employee to the transaction
- Stop time/attendance fraud
- End unauthorized overrides and voids
- Speed transaction time

You will present your recommendations to the owner (judge) in a role-play to take place in the owner's (judge's) office. The owner (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your recommendations and have answered the owner's (judge's) questions, the owner (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures

2. Performance Indicators

3. Event Situation

4. Judge Role-play Characterization
   Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.

5. Judge's Evaluation Instructions

6. Judge's Evaluation Form
   Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of owner of FRATERNITY, a casual restaurant that specializes in bar fare; wings, burgers, nachos, onion rings, etc. The restaurant currently has two locations. You have asked the general manager (participant) to respond to recent acts of employee fraud and create a new system to manage and track employees and their transactions.

FRATERNITY opened its doors only five years ago in a large city with two major universities. Each of the restaurants is located in the popular neighborhoods near the universities. The restaurants cater to the co-eds by supporting sports teams, offering specials and promotions to students and hiring the students as servers, hosts and cooks.

Each FRATERNITY employee is issued a swipe card that is used for clocking in and out, entering food and drink orders, closing out bills and overriding and voiding transactions. While the swipe card system is efficient, it unfortunately creates the opportunity for fraud. You have found that many employees have been taking advantage of the system. Employees have been guilty of giving other staff members their cards to clock them in on time and using each other's cards to enter orders to maintain their speed requirements. Most alarming, you have found that a large number of unauthorized overrides and voids have been given, costing the company thousands of dollars.

You have asked the general manager (participant) for a response to the employee fraud and have asked for ideas on a new system that will be more reliable than the swipe card system. The new system must:

- Tie the employee to the transaction
- Stop time/attendance fraud
- End unauthorized overrides and voids
- Speed transaction time

The general manager (participant) will present recommendations to you in a role-play to take place in your office. You will begin the role-play by greeting the general manager (participant) and asking to hear his/her ideas.

After the general manager (participant) has presented recommendations, you are to ask the following questions of each participant:

1. Does needing authorization for overrides and voids slow down transactions?

2. Going forward, should we hire fewer college students?

Once the general manager (participant) has answered your questions, you will conclude the meeting by thanking him/her for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event. Please note that an overall score of 70% indicates a *minimum level of acceptable performance.*

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69th percentile of business personnel performing this performance indicator.
Little/No Demonstration	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49th percentile of business personnel performing this performance indicator.

RESTAURANT AND FOOD SERVICE MANAGEMENT, 2014

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM
SAMPLE EVENT

INSTRUCTIONAL AREA: Operations

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Discuss the role of ethics in operations?	0-1-2-3-4-5	6-7-8-9-10-11	12-13-14-15	16-17-18	
2.	Describe the use of technology in operations?	0-1-2-3-4-5	6-7-8-9-10-11	12-13-14-15	16-17-18	
3.	Explain employee's role in expense control?	0-1-2-3-4-5	6-7-8-9-10-11	12-13-14-15	16-17-18	
4.	Relate appropriate response to legal/ethical infractions in the workplace?	0-1-2-3-4-5	6-7-8-9-10-11	12-13-14-15	16-17-18	
5.	Outline steps to remedy specific problems?	0-1-2-3-4-5	6-7-8-9-10-11	12-13-14-15	16-17-18	
6.	Overall impression and response to judge's questions	0-1-2	3-4-5	6-7-8	9-10	
					TOTAL SCORE	

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HOSPITALITY AND TOURISM CAREER CLUSTER

THE HOSPITALITY AND TOURISM CAREER CLUSTER PERFORMANCE INDICATORS ARE USED FOR THE FOLLOWING EVENTS:

Hotel and Lodging *(Lodging Pathway)*

Restaurant and Food Service Management
(Restaurant and Food and Beverages Services Pathway)

Travel and Tourism *(Travel and Tourism Pathway)*

PERFORMANCE INDICATORS
COLLEGIATE DECA COMPETITIVE EVENTS

Performance indicators are used to define the parameters of the comprehensive written career cluster exam and other activities that are part of the overall competition.

This list was compiled by MBAResearch and Curriculum Center and DECA Inc. and represents efforts to support all DECA competitive events within the overall framework of the National Business Administration Standards. Individual indicators are based on a review of prior research and on extensive review of available online and print literature–both from industry and education.

For additional information on these Performance Indicators, the National Curriculum Framework, or the National Business Administration Standards, please visit the MBAResearch web site at www.MBAResearch.org. Questions may be e-mailed to betho@MBAResearch.org.

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Instructional Area: Business Law (BL)

Standard: Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions

Performance Element: Acquire foundational knowledge of business laws and regulations to understand their nature and scope.
Performance Indicators:
Discuss the nature of law and sources of law in the United States (SP)
Describe the United States' judicial system (SP)
Describe methods used to protect intellectual property (SP)
Describe legal issues affecting businesses (SP)
Discuss the nature and sources of international law (i.e., treaties and international customs) (MN)
Discuss the nature and sources of foreign law (i.e., country judicial and legislative actions) (MN)
Explain the impact of global legal systems on settling international business disputes (MN)

Performance Element: Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts.
Performance Indicators:
Identify the basic torts relating to business enterprises (SP)
Describe the nature of legally binding contracts (SP)

Performance Element: Explore the regulatory environment of United States' businesses to understand the diversity of regulations.
Performance Indicators:
Describe the nature of legal procedure (SP)
Discuss the nature of debtor-creditor relationships (SP)
Explain the nature of agency relationships (SP)
Discuss the nature of environmental law (SP)
Discuss the role of administrative law (SP)

Performance Element: Understand human-resources laws and regulations to facilitate business operations.
Performance Indicators:
Explain the nature of human resources regulations (SU)
Explain the nature of workplace regulations (including OSHA, ADA) (SU)
Discuss employment relationships (SU)

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Performance Element: Apply knowledge of business ownership to establish and continue business operations.
Performance Indicators:
Explain types of business ownership (CS)
Select form of business ownership (ON)

Performance Element: Acquire knowledge of commerce laws and regulations to continue business operations.
Performance Indicators:
Explain the nature of import/export law (SP)
Describe the nature of customs regulations (SP)
Explain the nature of trade regulations (MN)
Describe the impact of anti-trust legislation (MN)

Performance Element: Understand tax laws and regulations to adhere to government requirements.
Performance Indicators:
Explain the nature of tax regulations on business (ON)
Explain the nature of businesses' reporting requirements (ON)
Develop strategies for legal/government compliance (ON)

Instructional Area: Communication Skills (CO)

Standard: Understands the concepts, strategies, and systems used to obtain and convey ideas and information

Performance Element: Read to acquire meaning from written material and to apply the information to a task.
Performance Indicators:
Identify sources that provide relevant, valid written material (PQ)
Extract relevant information from written materials (PQ)
Apply written directions to achieve tasks (PQ)
Analyze company resources to ascertain policies and procedures (CS)

Performance Element: Apply active listening skills to demonstrate understanding of what is being said.
Performance Indicators:
Explain communication techniques that support and encourage a speaker (PQ)
Follow oral directions (PQ)
Demonstrate active listening skills (PQ)

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Performance Element: Apply verbal skills to obtain and convey information.
Performance Indicators:
Explain the nature of effective verbal communications (PQ)
Ask relevant questions (PQ)
Interpret others' nonverbal cues (PQ)
Provide legitimate responses to inquiries (PQ)
Give verbal directions (PQ)
Employ communication styles appropriate to target audience (CS)
Defend ideas objectively (CS)
Handle telephone calls in a businesslike manner (CS)
Participate in group discussions (CS)
Facilitate (lead) group discussions (SP)
Make oral presentations (SP)

Performance Element: Record information to maintain and present a report of business activity.
Performance Indicators:
Utilize note-taking strategies (CS)
Organize information (CS)
Select and use appropriate graphic aids (CS)

Performance Element: Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators:
Explain the nature of effective written communications (CS)
Select and utilize appropriate formats for professional writing (CS)
Edit and revise written work consistent with professional standards (CS)
Write professional e-mails (CS)
Write business letters (CS)
Write informational messages (CS)
Write inquiries (CS)
Write persuasive messages (SP)
Write executive summaries (SP)
Prepare simple written reports (SP)
Explain how digital communications (e.g., email, text messages, chats) exposes business to risk (SP)
Adapt written correspondence to targeted audiences (SP)
Use data visualization techniques (e.g., infographics, linked charts, etc.) (SP)
Prepare complex written reports (MN)
Write proposals (MN)

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Performance Element: Use social media to communicate with a business's stakeholders.
Performance Indicators:
Describe the impact of a person's social media brand on the achievement of organizational objectives (CS)
Distinguish between using social media for business and personal purposes (CS)

Performance Element: Communicate with staff to clarify workplace objectives.
Performance Indicators:
Explain the nature of staff communication (CS)
Choose and use appropriate channel for workplace communication (CS)
Participate in a staff meeting (CS)
Participate in problem-solving groups (CS)
Provide directions for completing job tasks (SU)
Update employees on business and economic trends (SU)
Conduct a staff meeting (SU)
Conduct planning meetings (SU)

Instructional Area: Customer Relations (CR)

Standard: Understands the techniques and strategies used to foster positive, ongoing relationships with customers

Performance Element: Foster positive relationships with customers to enhance company image.
Performance Indicators:
Explain the nature of positive customer relations (CS)
Demonstrate a customer-service mindset (CS)
Develop rapport with customers (CS)
Reinforce service orientation through communication (CS)
Respond to customer inquiries (CS)
Adapt communication to the cultural and social differences among clients (CS)
Interpret business policies to customers/clients (CS)
Build and maintain relationships with customers (SP)
Explain management's role in customer relations (MN)

Performance Element: Resolve conflicts with/for customers to encourage repeat business.
Performance Indicators:
Handle difficult customers (CS)
Handle customer/client complaints (CS)

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Performance Element: Reinforce company's image to exhibit the company's brand promise.
Performance Indicators:
Identify company's brand promise (CS)
Determine ways of reinforcing the company's image through employee performance (CS)

Performance Element: Understand the nature of customer relationship management to show its contributions to a company.
Performance Indicators:
Discuss the nature of customer relationship management (SP)
Explain the role of ethics in customer relationship management (SP)
Describe the use of technology in customer relationship management (SP)

Instructional Area: Economics (EC)

Standard: Understands the economic principles and concepts fundamental to business operations

Performance Element: Understand fundamental economic concepts to obtain a foundation for employment in business.
Performance Indicators:
Distinguish between economic goods and services (CS)
Explain the concept of economic resources (CS)
Describe the concepts of economics and economic activities (CS)
Determine economic utilities created by business activities (CS)
Explain the principles of supply and demand (CS)
Describe the functions of prices in markets (CS)

Performance Element: Understand the nature of business to show its contributions to society.
Performance Indicators:
Explain the role of business in society (CS)
Describe types of business activities (CS)
Describe types of business models (SP)
Explain the organizational design of businesses (SP)
Discuss the global environment in which businesses operate (SP)
Describe factors that affect the business environment (SP)
Explain the nature of business ethics (SP)
Explain how organizations adapt to today's markets (SP)

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Performance Element: Understand economic systems to be able to recognize the environments in which businesses function.
Performance Indicators:
Explain the types of economic systems (CS)
Identify the impact of small business/entrepreneurship on market economies (CS)
Explain the concept of private enterprise (CS)
Identify factors affecting a business's profit (CS)
Determine factors affecting business risk (CS)
Explain the concept of competition (CS)

Performance Element: Acquire knowledge of the impact of government on business activities to make informed economic decisions.
Performance Indicators:
Determine the relationship between government and business (CS)
Describe the nature of taxes (SP)
Discuss the nature of monetary policy (MN)
Discuss the supply and demand for money (MN)
Explain the role of the Federal Reserve System (MN)
Explain the concept of fiscal policies (MN)
Describe the effects of fiscal and monetary policies (MN)
Describe the effects of foreign fiscal and monetary policies on the domestic economy (MN)

Performance Element: Analyze cost/profit relationships to guide business decision-making.
Performance Indicators:
Explain the concept of productivity (CS)
Analyze impact of specialization/division of labor on productivity (SP)
Explain the concept of organized labor and business (SP)
Explain the impact of the law of diminishing returns (SP)
Describe the concept of economies of scale (MN)

Performance Element: Understand economic indicators to recognize economic trends and conditions.
Performance Indicators:
Discuss the measure of consumer spending as an economic indicator (SP)
Describe the economic impact of inflation on business (SP)
Explain the concept of Gross Domestic Product (GDP) (SP)
Discuss the impact of a nation's unemployment rates (SP)
Explain the economic impact of interest-rate fluctuations (SP)
Determine the impact of business cycles on business activities (SP)

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Performance Element: Understand global trade's impact to aid business decision-making.
Performance Indicators:
Explain the nature of global trade (SP)
Discuss the impact of globalization on business (SP)
Describe the determinants of exchange rates and their effects on the domestic economy (SP)
Explain cultural considerations that impact global business relations (SP)
Discuss the impact of cultural and social environments on global trade (SP)
Describe the impact of electronic communication tools (e.g., Internet, video- and computer-conferencing, webcasts, email) on global business activities (SP)
Explain the impact of major trade alliances on business activities (SP)
Describe the impact of the political environment on world trade (SP)
Explain the impact of geography on world trade (SP)
Describe the impact of a country's history on world trade (SP)
Explain the impact of a country's economic development on world trade (SP)
Discuss the impact of bribery and foreign monetary payments on business (SP)
Identify requirements for international business travel (e.g., passport, visa, proof of citizenship, immunizations, and sponsorship letters) (SP)
Explain labor issues associated with global trade (SU)
Describe market-entry strategies for conducting business internationally (MN)
Discuss the potential impact of emerging economies on business activities (MN)

Instructional Area: Emotional Intelligence (EI)

Standard: Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others

Performance Element: Foster self-understanding to recognize the impact of personal feelings on others.
Performance Indicators:
Describe the nature of emotional intelligence (PQ)
Explain the concept of self-esteem (PQ)
Recognize personal biases and stereotypes (PQ)
Assess personal strengths and weaknesses (PQ)

Performance Element: Develop personal traits to foster career advancement.
Performance Indicators:
Identify desirable personality traits important to business (PQ)
Exhibit self-confidence (PQ)
Demonstrate interest and enthusiasm (PQ)
Demonstrate initiative (PQ)

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Performance Element: Apply ethics to demonstrate trustworthiness.
Performance Indicators:
Demonstrate responsible behavior (PQ)
Demonstrate honesty and integrity (PQ)
Demonstrate ethical work habits (PQ)
Take responsibility for decisions and actions (PQ)
Manage commitments in a timely manner (CS)

Performance Element: Exhibit techniques to manage emotional reactions to people and situations.
Performance Indicators:
Exhibit a positive attitude (PQ)
Demonstrate self-control (PQ)
Explain the use of feedback for personal growth (PQ)
Adjust to change (PQ)

Performance Element: Identify with others' feelings, needs, and concerns to enhance interpersonal relations.
Performance Indicators:
Respect the privacy of others (PQ)
Show empathy for others (PQ)
Maintain the confidentiality of others (CS)
Exhibit cultural sensitivity (CS)
Leverage personality types in business situations (SP)
Adapt management style to the personality type of others (SU)

Performance Element: Use communication skills to foster open, honest communications.
Performance Indicators:
Explain the nature of effective communications (PQ)
Explain ethical considerations in providing information (SP)
Solicit feedback (SP)
Use social media to solicit new ideas and solutions (SP)

Performance Element: Use communication skills to influence others.
Performance Indicators:
“Sell” ideas to others (SP)
Persuade others (SP)
Demonstrate negotiation skills (SP)
Offer constructive criticism (SU)

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Performance Element: Manage stressful situations to minimize potential negative impact.
Performance Indicators:
Use appropriate assertiveness (PQ)
Use conflict-resolution skills (CS)
Explain the nature of office politics (CS)
Overcome problems and difficulties associated with office politics/turf wars (CS)
Explain the nature of stress management (SP)
Manage crises in relationships (SU)

Performance Element: Implement teamwork techniques to accomplish goals.
Performance Indicators:
Participate as a team member (CS)
Use consensus-building skills (SP)
Motivate team members (SP)
Encourage team building (SU)

Performance Element: Employ leadership skills to achieve workplace objectives.
Performance Indicators:
Explain the concept of leadership (CS)
Determine personal vision (CS)
Demonstrate adaptability (CS)
Develop an achievement orientation (CS)
Lead change (CS)
Enlist others in working toward a shared vision (CS)
Coach others (CS)
Act as a role model to fulfill the organization's standards/values (SU)
Recognize/Reward others for their efforts and contributions (SU)

Performance Element: Manage internal and external business relationships to foster positive interactions.
Performance Indicators:
Treat others fairly at work (PQ)
Foster positive working relationships (CS)
Maintain collaborative partnerships with colleagues (SP)
Explain the impact of political relationships within an organization (SP)
Explain the nature of organizational culture (SP)
Interpret and adapt to a business's culture (SP)
Determine stakeholder expectations (MN)
Establish strategic relationships with others (MN)
Share best practices with key individuals and groups (MN)
Leverage business relationships (MN)

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Instructional Area: Entrepreneurship (EN)

Standard: Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture

Performance Element: Understand fundamental factors about entrepreneurship to recognize its role and importance in the economy
Performance Indicators:
Describe the nature of entrepreneurship (SP)
Explain the role requirements of entrepreneurs and owners (SP)
Describe small-business opportunities in international trade (SP)

Performance Element: Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.
Performance Indicators:
Explain the need for entrepreneurial discovery (ON)
Discuss entrepreneurial discovery processes (ON)
Assess global trends and opportunities for business ventures (ON)
Determine opportunities for venture creation (ON)
Assess opportunities for venture creation (ON)
Generate venture ideas (ON)
Determine feasibility of venture ideas (ON)

Performance Element: Develop concept for new business venture to evaluate its success potential.
Performance Indicators:
Describe entrepreneurial planning considerations (ON)
Explain tools used by entrepreneurs for venture planning (ON)
Assess start-up requirements (ON)
Assess risks associated with venture (ON)
Describe external resources useful to entrepreneurs during concept development (ON)
Assess the need to use external resources for concept development (ON)
Describe strategies to protect intellectual property (ON)
Use components of business plan to define venture idea (ON)

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Performance Element: Determine needed resources for a new business venture to contribute to its start-up viability.
Performance Indicators:
Describe processes used to acquire adequate financial resources for venture creation/start-up (ON)
Select sources to finance venture creation/start-up (ON)
Explain factors to consider in determining a venture's human-resources needs (ON)
Explain considerations in making the decision to hire staff (ON)
Describe considerations in selecting capital resources (ON)
Identify capital resources needed for the venture (ON)
Assess the costs/benefits associated with resources (ON)

Performance Element: Actualize new business venture to generate profit and/or meet objectives.
Performance Indicators:
Use external resources to supplement entrepreneur's expertise (ON)
Explain the complexity of business operations (ON)
Evaluate risk-taking opportunities (ON)
Explain the need for business systems and procedures (ON)
Describe the use of operating procedures (ON)
Explain methods/processes for organizing workflow (ON)
Develop and/or provide product/service (ON)
Use creative problem-solving in business activities/decisions (ON)
Explain the impact of resource productivity on venture success (ON)
Create processes for ongoing opportunity recognition (ON)
Develop plan to invest resources into improving current products or creating new ones (ON)
Adapt to changes in business environment (ON)

Performance Element: Select harvesting strategies to identify entrepreneur's role in the business venture.
Performance Indicators:
Explain the need for continuation planning (ON)
Describe methods of venture harvesting (ON)
Evaluate options for continued venture involvement (ON)
Develop exit strategies (ON)

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Instructional Area: Financial Analysis (FI)

Standard: Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources

Performance Element: Understand the fundamental principles of money needed to make financial exchanges.
Performance Indicators:
Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.) (PQ)
Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.) (PQ)
Describe functions of money (medium of exchange, unit of measure, store of value) (PQ)
Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.) (PQ)
Explain the time value of money (CS)
Explain the purposes and importance of credit (CS)
Explain legal responsibilities associated with financial exchanges (CS)

Performance Element: Analyze financial needs and goals to determine financial requirements.
Performance Indicators:
Explain the nature of financial needs (e.g., college, retirement, wills, insurance, etc.) (CS)
Set financial goals (CS)
Develop personal budget (CS)

Performance Element: Manage personal finances to achieve financial goals.
Performance Indicators:
Explain the nature of tax liabilities (PQ)
Interpret a pay stub (PQ)
Prepare bank account documents (e.g., checks, deposit/withdrawal slips, endorsements, etc.) (PQ)
Maintain financial records (PQ)
Read and reconcile bank statements (PQ)
Demonstrate the wise use of credit (CS)
Validate credit history (CS)
Protect against identity theft (CS)
Prepare personal income tax forms (i.e., 1040 EZ form) (CS)

Performance Element: Understand the use of financial-services providers to aid in financial-goal achievement.
Performance Indicators:
Describe types of financial-services providers (CS)
Discuss considerations in selecting a financial-services provider (CS)

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Performance Element: Use investment strategies to ensure financial well-being.
Performance Indicators:
Explain types of investments (CS)
Establish investment goals and objectives (MN)

Performance Element: Use risk management products to protect a business's financial well-being.
Performance Indicators:
Describe the concept of insurance (CS)
Obtain insurance coverage (ON)
Settle insurance losses (ON)

Performance Element: Acquire a foundational knowledge of accounting to understand its nature and scope.
Performance Indicators:
Describe the need for financial information (CS)
Explain the concept of accounting (CS)
Discuss the role of ethics in accounting (SP)
Explain the use of technology in accounting (SP)
Explain legal considerations for accounting (SP)

Performance Element: Implement accounting procedures to track money flow and to determine financial status.
Performance Indicators:
Describe the nature of cash flow statements (SP)
Prepare cash flow statements (MN)
Explain the nature of balance sheets (SP)
Describe the nature of income statements (SP)

Performance Element: Acquire a foundational knowledge of finance to understand its nature and scope.
Performance Indicators:
Explain the role of finance in business (CS)
Discuss the role of ethics in finance (SP)
Explain legal considerations for finance (SP)

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Performance Element: Implement financial skills to obtain business credit and to control its use.
Performance Indicators:
Explain the purposes and importance of obtaining business credit (ON)
Analyze critical banking relationships (ON)
Make critical decisions regarding acceptance of bank cards (ON)
Determine financing needed for business operations (ON)
Identify risks associated with obtaining business credit (ON)
Explain sources of financial assistance (ON)
Explain loan evaluation criteria used by lending institutions (ON)
Complete loan application package (ON)

Performance Element: Manage financial resources to ensure solvency.
Performance Indicators:
Describe the nature of budgets (SP)
Explain the nature of operating budgets (SU)
Describe the nature of cost/benefit analysis (MN)
Determine relationships among total revenue, marginal revenue, output, and profit (MN)
Develop company's/department's budget (MN)
Forecast sales (MN)
Calculate financial ratios (MN)
Interpret financial statements (MN)
File business tax returns (ON)
Verify the accuracy of business financial records (ON)

Instructional Area: Human Resources Management (HR)

Standard: Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources

Performance Element: Understand the role and function of human resources management to obtain a foundational knowledge of its nature and scope.
Performance Indicators:
Discuss the nature of human resources management (CS)
Explain the role of ethics in human resources management (SP)
Describe the use of technology in human resources management (SP)

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Performance Element: Implement organizational skills to facilitate others' work efforts.
Performance Indicators:
Assist employees with prioritizing work responsibilities (SU)
Delegate work to others (SU)
Coordinate efforts of cross-functional teams to achieve project/company goals (SU)
Manage collaborative efforts (SU)
Harmonize tasks, projects, and employees in the context of business priorities (SU)
Coordinate human, capital, and fiscal resources to meet business priorities (MN)

Performance Element: Staff a business unit to satisfy work demands while adhering to budget constraints.
Performance Indicators:
Determine hiring needs (SU)
Screen job applications/résumés (SU)
Interview job applicants (SU)
Discuss employee compensation (SU)
Select and hire new employees (SU)
Conduct exit interviews (SU)
Dismiss/Fire employees (SU)
Maintain human resources records (SU)

Performance Element: Manage staff growth and development to increase productivity and employee satisfaction.
Performance Indicators:
Orient new employees (CS)
Orient new employees (management's role) (SU)
Explain the role of training and human resources development (SU)
Explain the nature of management/supervisory training (SU)
Explain the nature of leadership in organizations (SU)
Coach employees (SU)
Recognize/Reward employees (SU)
Maintain ongoing discussion of issues related to compensation (SU)
Train staff (SU)
Supervise staff (SU)
Involve staff in company activities (SU)
Foster “right” environment for employees (SU)
Assess employee performance (SU)
Ensure equitable opportunities for employees (SU)
Assess team performance (SU)

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Performance Element: Resolve staff issues/problems to enhance productivity and improve employee relationships.
Performance Indicators:
Handle employee complaints and grievances (SU)
Explain issues associated with the payroll process (SU)
Explain the nature of remedial action (SU)

Instructional Area: Marketing (MK)

Standard: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

Performance Element: Understand marketing's role and function in business to facilitate economic exchanges with customers.
Performance Indicators:
Explain marketing and its importance in a global economy (CS)
Describe marketing functions and related activities (CS)

Performance Element: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.
Performance Indicators:
Explain factors that influence customer/client/business buying behavior (SP)
Discuss actions employees can take to achieve the company's desired results (SP)
Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.) (SP)

Instructional Area: Information Management (NF)

Standard: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making

Performance Element: Use information literacy skills to increase workplace efficiency and effectiveness.
Performance Indicators:
Assess information needs (CS)
Obtain needed information efficiently (CS)
Evaluate quality and source of information (CS)
Apply information to accomplish a task (CS)
Store information for future use (CS)

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Performance Element: Acquire a foundational knowledge of information management to understand its nature and scope.
Performance Indicators:
Discuss the nature of information management (CS)
Explain the role of ethics in information management (SP)
Explain legal issues associated with information management (SP)

Performance Element: Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators:
Identify ways that technology impacts business (PQ)
Explain the role of information systems (PQ)
Discuss principles of computer systems (PQ)
Use basic operating systems (PQ)
Describe the scope of the Internet (PQ)
Demonstrate basic e-mail functions (PQ)
Demonstrate personal information management/productivity applications (PQ)
Demonstrate basic web-search skills (PQ)
Demonstrate basic word processing skills (PQ)
Demonstrate basic presentation applications (PQ)
Demonstrate basic database applications (PQ)
Demonstrate basic spreadsheet applications (PQ)
Use an integrated business software application package (CS)
Demonstrate collaborative/groupware applications (CS)
Create and post basic web page (CS)
Collaborate on and aggregate complex internal documents to create a common voice (SP)
Establish specifications for selecting hardware/software systems (MN)
Determine venture's information technology needs (MN)

Performance Element: Maintain business records to facilitate business operations.
Performance Indicators:
Describe the nature of business records (SP)
Maintain customer records (SP)

Performance Element: Acquire information to guide business decision-making.
Performance Indicators:
Describe current business trends (SP)
Monitor internal records for business information (SP)
Conduct an environmental scan to obtain business information (SP)
Interpret statistical findings (SP)
Translate research findings into actionable business recommendations (SP)

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Performance Element: Create and access databases to acquire information for business decision-making.
Performance Indicators:
Explain the principles of data analysis (SP)
Explain the nature of tools that can be used to access information in the database system (SP)
Access information in the database system (SP)

Performance Element: Apply data mining methods to acquire pertinent information for business decision-making.
Performance Indicators:
Discuss the nature of data mining (CS)
Describe data mining tools and techniques (SP)
Discuss the importance of ethics in data mining (SP)
Demonstrate basic data mining techniques (SP)
Interpret data mining findings (SP)

Instructional Area: Operations (OP)

Standard: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning

Performance Element: Understand operation's role and function in business to value its contribution to a company.
Performance Indicators:
Explain the nature of operations (CS)
Discuss the role of ethics in operations (SP)
Describe the use of technology in operations (SP)

Performance Element: Adhere to health and safety regulations to support a safe work environment.
Performance Indicators:
Describe health and safety regulations in business (PQ)
Report noncompliance with business health and safety regulations (PQ)

Performance Element: Implement safety procedures to minimize loss.
Performance Indicators:
Follow instructions for use of equipment, tools, and machinery (PQ)
Follow safety precautions (PQ)
Maintain a safe work environment (CS)
Explain procedures for handling accidents (CS)
Handle and report emergency situations (CS)

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Performance Element: Determine needed safety policies/procedures to protect employees.
Performance Indicators:
Identify potential safety issues (MN)
Establish safety policies and procedures (MN)

Performance Element: Implement security policies/procedures to minimize chance for loss.
Performance Indicators:
Explain routine security precautions (CS)
Follow established security procedures/policies (CS)
Protect company information and intangibles (CS)

Performance Element: Comply with security rules, regulations, and codes (e.g., property, privacy, access, confidentiality) to protect customer and company information, reputation, and image.
Performance Indicators:
Explain information privacy, security, and confidentiality considerations in business (CS)
Maintain data security (CS)

Performance Element: Develop policies/procedures to protect workplace security.
Performance Indicators:
Identify potential security issues (MN)
Establish policies to protect company information and intangibles (MN)
Establish policies to maintain a non-hostile work environment (SU)
Establish policies and procedures to maintain physical security of the work environment (MN)

Performance Element: Utilize project-management skills to improve workflow and minimize costs.
Performance Indicators:
Explain the nature of project management (SP)
Identify resources needed for project (SP)
Develop project plan (SP)
Apply project-management tools to monitor and communicate project progress (SP)
Evaluate project results (SP)

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Performance Element: Implement purchasing activities to obtain business supplies, equipment, resources, and services.
Performance Indicators:
Explain the nature and scope of purchasing (CS)
Place orders/reorders (CS)
Maintain inventory of supplies (CS)
Discuss the importance of utilizing ethical purchasing methods (SP)
Explain the impact of the purchasing process on productivity (SP)
Manage the bid process in purchasing (SP)
Select vendors (SP)
Evaluate vendor performance (SP)
Establish bid specifications (MN)

Performance Element: Understand production's role and function in business to recognize its need in an organization.
Performance Indicators:
Explain the concept of production (CS)

Performance Element: Implement quality-control processes to minimize errors and to expedite workflow.
Performance Indicators:
Identify quality-control measures (SP)
Utilize quality control methods at work (SP)
Describe crucial elements of a quality culture (SP)
Describe the role of management in the achievement of quality (MN)
Establish efficient operating systems (MN)

Performance Element: Implement expense-control strategies to enhance a business's financial wellbeing.
Performance Indicators:
Explain the nature of overhead/operating costs (SP)
Explain employee's role in expense control (SP)
Control use of supplies (SU)
Conduct breakeven analysis (MN)
Negotiate service and maintenance contracts (MN)
Negotiate lease or purchase of facility (MN)
Develop expense control plans (MN)
Use budgets to control operations (MN)

Performance Element: Maintain property and equipment to facilitate ongoing business activities.
Performance Indicators:
Comply with policies and procedures for use of property and equipment (CS)

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Performance Element: Understand supply chain management role to recognize its need in business.
Performance Indicators:
Explain the concept of supply chain (CS)
Explain the benefits of supply chain collaboration (SP)

Instructional Area: Professional Development (PD)

Standard: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career

Performance Element: Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators:
Maintain appropriate personal appearance (PQ)
Demonstrate systematic behavior (PQ)
Set personal goals (CS)
Balance personal and professional responsibilities (SP)

Performance Element: Understand and follow company rules and regulations to maintain employment.
Performance Indicators:
Adhere to company protocols and policies (CS)
Follow rules of conduct (CS)
Follow chain of command (CS)

Performance Element: Achieve organizational goals to contribute to company growth.
Performance Indicators:
Determine the nature of organizational goals (SP)
Ascertain employee's role in meeting organizational goals (SP)
Establish performance standards to meet organizational goals (MN)
Monitor progress in achieving organizational goals (MN)

Performance Element: Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators:
Explain the need for innovation skills (CS)
Make decisions (CS)
Demonstrate problem-solving skills (CS)
Demonstrate appropriate creativity (SP)
Use time-management skills (SP)

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Performance Element: Participate in career planning to enhance job-success potential.
Performance Indicators:
Assess personal interests and skills needed for success in business (PQ)
Analyze employer expectations in the business environment (PQ)
Explain the rights of workers (PQ)
Identify sources of career information (CS)
Identify tentative occupational interest (CS)
Explain employment opportunities in business (CS)
Explain career opportunities in entrepreneurship (CS)

Performance Element: Implement job-seeking skills to obtain employment.
Performance Indicators:
Utilize job-search strategies (PQ)
Complete a job application (PQ)
Interview for a job (PQ)
Write a follow-up letter after job interviews (CS)
Write a letter of application (CS)
Prepare a résumé (CS)
Use networking techniques to identify employment opportunities (SP)

Performance Element: Utilize career-advancement activities to enhance professional development.
Performance Indicators:
Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PQ)
Explain the need for ongoing education as a worker (PQ)
Explain possible advancement patterns for jobs (PQ)
Identify skills needed to enhance career progression (SP)
Utilize resources that can contribute to professional development (e.g., trade journals/periodicals, professional/trade associations, classes/seminars, trade shows, and mentors) (SP)

Instructional Area: Strategic Management (SM)

Standard: Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department

Performance Element: Recognize management's role to understand its contribution to business success.
Performance Indicators:
Explain the concept of management (CS)
Explain the nature of managerial ethics (MN)
Discuss the nature of balanced scorecards (MN)

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Performance Element: Utilize planning tools to guide organization's/department's activities.
Performance Indicators:
Explain the nature of business plans (MN)
Develop company goals/objectives (ON)
Define business mission (ON)
Conduct an organizational SWOT (ON)
Explain external planning considerations (MN)
Identify and benchmark key performance indicators (e.g., dashboards, scorecards, etc.) (MN)
Develop action plans (ON)
Develop business plan (ON)

Performance Element: Control an organization's/department's activities to encourage growth and development.
Performance Indicators:
Select and apply metrics for measuring organizational success (MN)
Analyze operating results in relation to budget/industry (MN)
Track performance of business plan (MN)

Performance Element: Identify potential business threats and opportunities to protect a business's financial well-being.
Performance Indicators:
Explain the nature of risk management (SP)
Conduct a risk assessment of an event (SP)
Identify speculative business risks (MN)

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Instructional Area: Channel Management

Knowledge and Skill Statement: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

Performance Element: Acquire foundational knowledge of channel management to understand its role in marketing.

Performance Indicators:
Explain the nature and scope of channel management (CS)
Explain the relationship between customer service and channel management (CS)
Explain the nature of channels of distribution (CS)
Describe the use of technology in the channel management function (CS)
Explain legal considerations in channel management (SP)
Describe ethical considerations in channel management (SP)

Performance Element: Manage channel activities to minimize costs and to determine distribution strategies.

Performance Indicators:
Coordinate channel management with other marketing activities (SP)
Explain the nature of channel-member relationships (SP)

Instructional Area: Marketing

Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives.

Performance Element: Understand company's unique selling proposition to recognize what sets the company apart from its competitors.

Performance Indicators:
Identify company's unique selling proposition.
Identify internal and external service standards.

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Instructional Area: Marketing-Information Management

Knowledge and Skill Statement: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

Performance Element: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

Performance Indicators:

Describe the need for marketing information (CS)
Identify information monitored for marketing decision making (SP)
Explain the nature and scope of the marketing information management function (SP)
Explain the role of ethics in marketing-information management (SP)
Describe the use of technology in the marketing-information management function (SP)
Describe the regulation of marketing-information management (SP)

Performance Element: Understand marketing-research activities to show command of their nature and scope.

Performance Indicators:

Explain the nature of marketing research (SP)
Discuss the nature of marketing research problems/issues (SP)

Performance Element: Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.

Performance Indicators:

Describe methods used to design marketing research studies (i.e., descriptive, exploratory, and causal) (SP)
Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (SP)
Discuss the nature of sampling plans (i.e., who, how many, how chosen) (SP)

Performance Element: Understand data-collection methods to evaluate their appropriateness for the research problem/issue.

Performance Indicators:

Describe data-collection methods (e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners) (SP)
Explain characteristics of effective data-collection instruments (SP)
Describe types of rating scales (including Likert scales, semantic differential scales, behavior intention scales, etc.) (SP)
Explain the use of diaries (e.g., product, media-use, contact) (SP)

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Performance Element: Interpret marketing information to test hypotheses and/or to resolve issues.

Performance Indicators:

Describe techniques for processing marketing information (SP)

Explain the use of descriptive statistics in marketing decision making (SP)

Performance Element: Assess marketing research briefs to determine comprehensiveness and clarity.

Performance Indicators:

Explain the nature of marketing research briefs (SP)

Performance Element: Evaluate marketing research procedures and findings to assess their credibility.

Performance Indicators:

Identify sources of error and bias (e.g., response errors, interviewer errors, non-response errors, sample design) (SP)

Evaluate questionnaire design (e.g., types of questions, question wording, routing, sequencing, length, layout) (SP)

Assess appropriateness of marketing research for the problem/issue (e.g., research methods, sources of information, timeliness of information, etc.) (SP)

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Instructional Area: Market Planning

Knowledge and Skill Statement: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

Performance Element: Develop marketing strategies to guide marketing tactics.
Performance Indicators:
Explain the concept of marketing strategies (CS)

Performance Element: Select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).
Performance Indicators:
Explain the concept of market and market identification (CS)

Performance Element: Employ marketing-information to develop a marketing plan.
Performance Indicators:
Explain the nature of marketing plans (SP)
Explain the role of situation analysis in the marketing planning process (SP)
Explain the nature of sales forecasts (SP)

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Instructional Area: Pricing

Knowledge and Skill Statement: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

Performance Element: Develop a foundational knowledge of pricing to understand its role in marketing.

Performance Indicators:

Explain the nature and scope of the pricing function (SP)
Describe the role of business ethics in pricing (SP)
Explain the use of technology in the pricing function (SP)
Explain legal considerations for pricing (SP)
Explain factors affecting pricing decisions (SP)

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Instructional Area: Product/Service Management

Knowledge and Skill Statement: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

Performance Element: Acquire a foundational knowledge of product/service management to understand its nature and scope.
Performance Indicators:
Explain the nature and scope of the product/service management function (SP)
Identify the impact of product life cycles on marketing decisions (SP)
Describe the use of technology in the product/service management function (SP)
Explain business ethics in product/service management (SP)

Performance Element: Generate product ideas to contribute to ongoing business success.
Performance Indicators:
Identify product opportunities (SP)
Identify methods/techniques to generate a product idea (SP)
Generate product ideas (SP)

Performance Element: Apply quality assurances to enhance product/service offerings.
Performance Indicators:
Describe the uses of grades and standards in marketing (CS)
Explain warranties and guarantees (CS)
Identify consumer protection provisions of appropriate agencies (SP)

Performance Element: Employ product-mix strategies to meet customer expectations.
Performance Indicators:
Explain the concept of product mix (SP)
Describe the nature of product bundling (SP)

Performance Element: Position products/services to acquire desired business image.
Performance Indicators:
Describe factors used by marketers to position products/services (SP)
Explain the nature of product/service branding (SP)

Performance Element: Position company to acquire desired business image.
Performance Indicators:
Explain the nature of corporate branding (SP)
Describe factors used by businesses to position corporate brands (SP)

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Instructional Area: Promotion

Knowledge and Skill Statement: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

Performance Element: Acquire a foundational knowledge of promotion to understand its nature and scope.
Performance Indicators:
Explain the role of promotion as a marketing function (CS)
Explain the types of promotion (CS)
Identify the elements of the promotional mix (SP)
Describe the use of business ethics in promotion (SP)
Describe the use of technology in the promotion function (SP)
Describe the regulation of promotion (SP)

Performance Element: Understand promotional channels used to communicate with targeted audiences.
Performance Indicators:
Explain types of advertising media (SP)
Describe word-of-mouth channels used to communicate with targeted audiences (SP)
Explain the nature of direct marketing channels (SP)
Identify communications channels used in sales promotion (SP)
Explain communications channels used in public-relations activities (SP)

Performance Element: Understand the use of an advertisement's components to communicate with targeted audiences.
Performance Indicators:
Explain the components of advertisements (SP)
Explain the importance of coordinating elements in advertisements (SP)

Performance Element: Understand the use of public-relations activities to communicate with targeted audiences.
Performance Indicators:
Identify types of public-relations activities (SP)
Discuss internal and external audiences for public-relations activities (SP)

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Performance Element: Understand the use of trade shows/expositions to communicate with targeted audiences.

Performance Indicators:

Explain how businesses can use trade-show/exposition participation to communicate with targeted audiences (SP)

Explain considerations used to evaluate whether to participate in trade shows/expositions (SP)

Performance Element: Manage promotional activities to maximize return on promotional efforts.

Performance Indicators:

Explain the nature of a promotional plan (SP)

Coordinate activities in the promotional mix (SP)

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Instructional Area: Selling

Knowledge and Skill Statement: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

Performance Element: Acquire a foundational knowledge of selling to understand its nature and scope.

Performance Indicators:

Explain the nature and scope of the selling function (CS)
Explain the role of customer service as a component of selling relationships (CS)
Explain key factors in building a clientele (SP)
Explain company selling policies (CS)
Explain business ethics in selling (SP)
Describe the use of technology in the selling function (SP)
Describe the nature of selling regulations (SP)

Performance Element: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

Performance Indicators:

Acquire product information for use in selling (CS)
Analyze product information to identify product features and benefits (SP)

Performance Element: Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

Performance Indicators:

Explain the selling process (CS)
Discuss motivational theories that impact buying behavior (SP)

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Employees working in the Lodging pathway perform tasks related to the operation of lodging facilities and the care of guests who use these facilities, either through direct guest contact or the provision of background services that enhance the guest experience. Sample occupations include:

Front Office Manager	Director of Sales and Marketing
Director of Human Resources	Food and Beverage Director
Director of Operations	General Manager
Regional Manager	Owner/Franchisee
Front Desk Supervisor	Communications Supervisor

Instructional Area: Communications

Knowledge and Skill Statement: **Use telecommunications equipment to accomplish work tasks at lodging facilities.**

Performance Element: Demonstrate the proper use of telecommunications equipment to manage calls.
Performance Indicators:
Demonstrate use of a PBX system.
Describe functions of a call accounting system.
Describe the functions of automatic call dispensing and automatic call detection features.

Performance Element: Utilize telephone and facsimile resources to optimize guest service.
Performance Indicators:
Detail the types of incoming calls.
Outline procedures for processing messages for guests.
Outline how faxes for guests are handled by lodging staff.

Performance Element: Evaluate current and emerging technological services to improve guest service.
Performance Indicators:
Explain how voice mail systems meet guest needs.
Explain how personal digital assistants (PDAs) meet guest needs.
Explain how 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.

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Instructional Area: Operations

Knowledge and Skill Statement: **Describe the importance of housekeeping standards to assure guest satisfaction.**

Performance Element: Identify the cleaning responsibilities of housekeeping.
Performance Indicators:
Clean guestrooms.
Clean public areas.
Clean back-of-house areas.

Performance Element: Explain the use of frequency schedules to maintain cleaning standards.
Performance Indicators:
Explain how frequency schedules are determined for guestroom cleaning.
Explain how frequency schedules are determined for public area cleaning.
Explain how frequency schedules are determined for other areas of facility.

Performance Element: Summarize how housekeeping standards are to be used to guide the daily tasks of housekeeping personnel.
Performance Indicators:
Identify criteria for guestroom cleaning.
Identify criteria for public area cleaning.
Identify criteria for back-of-the house cleaning.
Identify criteria for cleaning other areas of facility.

Performance Element: Explain the use of productivity standards to guide cleaning personnel in time-based housekeeping tasks.
Performance Indicators:
Estimate time for cleaning guest rooms.
Estimate time for cleaning public and recreation areas.
Estimate time for cleaning management office, back-of-house and other areas as appropriate.

Knowledge and Skill Statement: Develop a staffing guide to schedule various lodging department/specific staff positions.

Performance Element: Distinguish between fixed and variable staff position.
Performance Indicators:
Define fixed labor as it applies to housekeeping.
Define variable labor as it applies to housekeeping.

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Performance Element: **Set staffing schedules for fixed and variable staff based on required labor hours and occupancy levels to balance labor costs and occupancy.**

Performance Indicators:
Determine labor hours required for each level of occupancy.
Determine number of employees to schedule at each level of occupancy.
Calculate estimated labor expense at each level of occupancy.
Create work schedules for housekeeping staff.

Knowledge and Skill Statement: Explain how operations manages inventories to maintain adequate quantities of both recycled and non-recycled items.

Performance Element: **Distinguish recycled inventories from non-recycled inventories to create minimum/maximum levels of each type.**

Performance Indicators:
Distinguish recycled inventories from non-recycled inventories.
Establish par levels for recycled inventories such as linens, uniforms, and guest loan items.
Explain how non-recycled inventories are maintained by establishing order points based on minimum/maximum quantities.

Knowledge and Skill Statement: Determine the size of an annual linen purchase based on varying occupancy levels to maintain desired quantities.

Performance Element: Determine order quantities using a review of inventory and records.
Performance Indicators:
Review linen inventory records.
Review linen discard records and discard policy.
Calculate number of linens need for full occupancy.

Knowledge and Skill Statement: Explain the relationship between a status report and maintaining a property's quality and quantity standards for housekeeping.

Performance Element: Use a room status report to assign guestrooms for cleaning.
Performance Indicators:
Locate vacated guest rooms on status report.
Divide number of rooms among staff.
Inform staff of priority of cleaning rooms.

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Instructional Area: Professional Development

Knowledge and Skill Statement: Research the major duties and qualifications for managerial positions common to lodging back-of-the house operations to guide career choices.

Performance Element: **Examine the characteristics of chief engineers, food and beverage managers, controllers, and information technology managers, to facilitate selection of career choices.**

Performance Indicators:
List three qualifications for each position.
Describe the major duties for each position.

Performance Element: **Describe characteristics of lodging supervisory positions and personnel.**

Performance Indicators:
Detail three supervisory jobs in lodging.
List three qualifications of each supervisory level job.

Performance Element: **Describe characteristics of lodging managerial positions and personnel.**

Performance Indicators:
Detail three managerial positions in lodging.
List three qualifications for each managerial job.

Knowledge and Skill Statement: Research the major duties and qualifications for lodging managerial positions common to lodging front-of-the house operations to guide career choices.

Performance Element: **Examine the characteristics of general, catering, human resource, marketing, sales and resident managers to facilitate selection of career choices.**

Performance Indicators:
List three qualifications for each type of manager.
Describe the major duties for each type of manager.

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Knowledge and Skill Statement: Contrast entry-level, skilled level, and managerial positions in the lodging industry to distinguish qualifications and characteristics needed for each type of position.

Performance Element: Describe entry-level lodging industry positions.
Performance Indicators:
Detail three entry level jobs in lodging.
List three qualifications for each entry level job.

Performance Element: Describe supervisory lodging industry positions.
Performance Indicators:
Detail three supervisory jobs in lodging.
List three qualifications for supervisory level job.

Performance Element: Describe managerial lodging industry position.
Performance Indicators:
Detail three managerial positions in lodging.
List three qualifications for each managerial job.

Knowledge and Skill Statement: Review independently owned and chain-affiliated lodging facilities to compare the advantages and disadvantages of each.

Performance Element: Examine an independently owned lodging facility to distinguish it from other types of lodging.
Performance Indicators:
List three advantages of an independently owned facility.
List three disadvantages to an independently owned lodging facility.
Explain the use of referrals among independently owned facilities.

Performance Element: Examine a chain-affiliated lodging facility to distinguish it from other types of lodging.
Performance Indicators:
List three advantages of a chain affiliated facility
List three disadvantages to a chain-affiliated lodging facility.
Explain relationship of owners to management companies.

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Knowledge and Skill Statement: Analyze the functions performed by different divisions and departments within a lodging operation to visualize the interaction of all areas.

Performance Element: Describe how the essential departments of a lodging operation work cooperatively to achieve guest service standards.

Performance Indicators:
Examine the functions of the rooms division.
Detail the functions of food and beverage division
Describe the functions of the engineering and maintenance department.
Describe the functions of the marketing and sales division.
Detail the functions of the accounting department.
Describe the functions of the human resource office.
Describe the functions of the security department.

Performance Element: Summarize the functions of the food and beverage department of a lodging operation

Performance Indicators:
Detail the functions of the restaurant(s).
Detail the functions of room service.
Detail the functions of the lounge(s) or bar(s).

Performance Element: Summarize the functions of the engineering and maintenance division within the lodging operation.

Performance Indicators:
Detail the functions of general maintenance.
Detail the functions of grounds maintenance.
Detail the functions of the engineering department.
Detail the functions of emergency maintenance.

Performance Element: Summarize the functions of marketing and sales division within the lodging operation.

Performance Indicators:
Detail two types of marketing materials for the lodging facility.
Detail two types of units for sale.
Detail the function of the marketing personnel.
Detail the function of sales personnel.

Performance Element: Summarize the functions of the accounting department within a lodging operation.

Performance Indicators:
Explain the functions of the accounting department.
Explain the role of the accounting department in payroll.

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Performance Element: **Summarize the functions of the human resource department within a lodging operation.**

Performance Indicators:

Explain the role of the human resource department in hiring.

Explain the role of the human resource department in handling complaints.

Performance Element: **Summarize the functions of the security department within a lodging operation.**

Performance Indicators:

List the role of the security personnel.

List the function of security equipment.

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Instructional Area: Technical Skills

Knowledge and Skill Statement: Explain procedures to meet guest needs through guest registration, rate assignment, room assignment, and determination of payment methods.

Performance Element: **Describe the necessary information during the registration process to correctly register needs.**

Performance Indicators:
Check for pre-registration information
Verify guest registration card is completed.
Identify the length of stay.
Identify the method of payment.

Performance Element: **Explain how room rates are established and assigned.**

Performance Indicators:
Specify a standard rate.
List special room rates.
Describe rates that include meal plans, such as the American Plan, the Modified American Plan, and the European Plan.
Demonstrate an "up-sell" to arriving guests.

Performance Element: **Explain how availability, room status, and other operating guidelines affect the assignment of guestrooms.**

Performance Indicators:
Determine when a room is available for sale.
Issue keys or electronic keycards to registering guests using standard guidelines.
Use property maps to direct guests to their room locations.

Performance Element: **Explain how methods of payment are established with arriving guests to clarify payment procedures.**

Performance Indicators:
Describe common payment methods for arriving guest.
Demonstrate procedure for accepting payment by check.
Demonstrate procedure for accepting payment by credit card.
Describe special payment methods.

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Performance Element: **Explain how a property's computer system is used to create guest accounts.**

Performance Indicators:
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.

Knowledge and Skill Statement: Understand the importance of check-out procedures to ensure guest satisfaction and verify settlement of account.

Performance Element: **Explain the importance of check-out procedures, including verifying settlement of accounts, to ensure guest satisfaction.**

Performance Indicators:
Inquire about recent charges.
Post outstanding charges to guest accounts.
Verify account information.
Check for mail, messages, and faxes.
Check for safe deposit or in-room safe keys.
Secure the room key or electronic keycard.

Performance Element: **Explain account settlement procedures for different types of payment.**

Performance Indicators:
Verify the method of payment established at registration.
Process account payments for guests using cash.
Process account payments for guests using credit cards.
Process account payments for guest using direct billing arrangements.
Present the account for payment to the guest.
Update the room's status through the property's computer system.
Inquire about guest satisfaction to create a guest history record file.

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Instructional Area: Information Technology Applications

Knowledge and Skill Statement: Employ effective reservation procedures to meet guest needs and maximize occupancy.

Performance Element: Identify the different types of reservations used to meet different guest needs.
Performance Indicators:
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.

Performance Element: Identify common sources used to make lodging reservations.
Performance Indicators:
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.

Performance Element: Explain how a computer system is used to process or change reservations.
Performance Indicators:
Determine availability
Create a reservation record.
Modify or cancel a reservation.
Generate reports from reservation data.

Performance Element: Explain how forecasting is used to maximize occupancy levels.
Performance Indicators:
Identify information needed to forecast availability.
Calculate a no-show percentage.
Calculate a walk-in percentage.
Calculate an overstay percentage.
Calculate an under-stay percentage.
Create a ten-day forecast

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Instructional Area: Safety, Health and Environment

Knowledge and Skill Statement: Explain how key control procedures protect guests and minimize risks.

Performance Element: Explain the types and functions of keys to control levels of access.
Performance Indicators:
List three types or levels of keys used for entry.
Compare/contrast the use of each.

Performance Element: Explain how key control measures are used to protect guests.
Performance Indicators:
Outline how access to all areas is controlled.
Outline how locking systems protect guests.
Outline procedures for issuing electronic keys.

Knowledge and Skill Statement: Explain how cash control procedures are used to protect funds.

Performance Element: Describe the role of a cashier in facilitating cash control.
Performance Indicators:
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.

Knowledge and Skill Statement: Explain how guests and property are protected to minimize losses or liabilities.

Performance Element: Explain procedures for controlling access of safe deposit boxes to minimize losses.
Performance Indicators:
Describe how access is given to safe deposit box.
Describe how guest's identity is check for access.
Maintain the safe deposit log.

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Performance Element: Describe procedures for controlling lost and found items.
Performance Indicators:
Identify the department responsible for securing lost and found items.
Maintain a log of lost and found items.
Store and secure lost and found items for required length of time.
Follow property procedures for contacting guests about lost and found items.

Performance Element: Identify access control procedures to enhance guest safety.
Performance Indicators:
Recognize and report suspicious situations.
Identify and report unauthorized and suspicious persons.
Monitor entrances, elevators, and stairways.
Ensure limited late-night access to lobby areas.
Monitor perimeter and grounds.

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Employees working in the Restaurants and Food and Beverage Services pathway perform a variety of tasks to maintain operations and promote guest services in eating and drinking establishments. Sample occupations include:

General Manager	Food and Beverage Manager
Catering and Banquets Manager	Service Manager
Dining Room Supervisor	Restaurant Owner/Franchisee
Food and Beverage Wholesaler	Product Demonstrator

Instructional Area: Ethics and Legal Responsibilities

Knowledge and Skill Statement: Apply ethical and legal responsibilities to guest and employee conduct in order to maintain high quality standards in food and beverage service industry.

Performance Element: Utilize comments and suggestions from the customer service area to formulate improvements and ensure guests' satisfaction.

Performance Indicators:
Detail ways to achieve high rate of positive comments.
Get regular feedback from guests and staff

Performance Element: Comply with laws regarding hiring, harassment and safety issues.
Performance Indicators:
Demonstrate understanding of legal interviewing processes.
Outline how harassment and stereotyping can create an unhealthy work environment.
Define legal and ethical responsibilities for safety procedures.
Interpret workman's compensation requirements and forms.

Performance Element: Apply ethical and legal guidelines as they relate to restaurants and food and beverage services job performance.

Performance Indicators:
Identify ethical and legal situations which occur in the workplace.
Relate appropriate response to legal/ethical infractions in the workplace.

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Instructional Area: Safety, Health and Environment

Knowledge and Skill Statement: Implement safety and sanitation procedures applicable to restaurants and food and beverage services to maintain safe working environments.

Performance Element: **Identify overall safety procedures necessary to maintain a safe work area.**

Performance Indicators:
Identify electrical and mechanical hazards
Classify different types of fires and how to contain them.
Identify proper fire evacuation procedures.
Demonstrate the safe use of ladders
Demonstrate proper lifting and carrying procedures

Performance Element: **Identify sanitation procedures to ensure facility is in compliance with health codes.**

Performance Indicators:
Outline compliance requirements of sanitation and health inspections.
Show exemplary appearance and hygiene.
Illustrate correct use of knives and kitchen equipment
Use protective gloves and clothing.
Illustrate correct food handling and production techniques.

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Instructional Area: Communication Skills

Knowledge and Skill Statement: Manage and use basic reading, writing, and mathematical skills for food production and guest services to provide a positive guest experience.

Performance Element: **Apply mathematical, reading, and writing skills to correctly deliver food products and guest service.**

Performance Indicators:
Convert recipes.
Use proper measurements of ingredients.
Calculate menu and recipe costs.
Read and comprehend recipes, operational manuals, inventory control sheets, menus, correspondence, training manuals, etc.
Use basic writing skills (grammar, punctuations, spelling) to produce inventory control sheets, recipes, menus, correspondence, employee evaluations, etc.

Knowledge and Skill Statement: Use information from ethnic and geographical studies to guide customer service decisions.

Performance Element: **Utilize facts and statistics retrieved from ethnic and geographical studies in a service environment.**

Performance Indicators:
Identify ethnicities and their dining habits and rules.
Identify countries and their native food resources.

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Instructional Area: Leadership and Teamwork

Knowledge and Skill Statement: Make staffing decisions based on proven managerial skills to improve staff performance.

Performance Element: **Model leadership and teamwork qualities to aid in employee retention.**

Performance Indicators:
Detail ways to minimize staff turnover.
Work well with other staff members.
Conduct regular staff training.

Performance Element: **Model personal habits and actions to create a pleasant working atmosphere for staff members.**

Performance Indicators:
Maintain current job descriptions for all positions under the managerial level.
Conduct regular reviews of staff
Conduct regular training and coaching of staff

Performance Element: **Formulate staff development plans to create an effective working team.**

Performance Indicators:
Conduct thorough orientation for new staff.
Detail elements involved in new orientation.

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Instructional Area: Information Technology

Knowledge and Skill Statement: Research costs, pricing, and market demands to manage profitability and implement effective marketing strategies for restaurants and food and beverage services.

Performance Element: **Interpret calculations of food, labor, and pricing to ensure profitability.**

Performance Indicators:
Calculate food cost and determine ways to meet goals.
Calculate labor cost and determine ways to meet goals.
Determine the values of inventory or stock.
Determine menu pricing.
Define portion control.

Performance Element: **Compare alternative ways of marketing to develop a promotional package.**

Performance Indicators:
Develop promotional materials.
Create methods to market materials.

Performance Element: **Anticipate future needs using information about current trends that contribute to effectively pricing and market food and beverage offerings.**

Performance Indicators:
Demonstrate awareness of operational needs.
Demonstrate awareness of capabilities and limitations of the operation.

Knowledge and Skill Statement: Manage problems to ensure continuity of quality service in the restaurant and food and beverage industry.

Performance Element: **Identify the problem, possible solutions, and decide on a course of action to resolve unexpected situations.**

Performance Indicators:
List common problem situations.
Outline steps to remedy specific problems.

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Instructional Area: Technical Skills

Knowledge and Skill Statement: Use computerized systems to manage food service operations and guest services.

Performance Element: **Identify potential used of computers and software to provide guest and food services.**

Performance Indicators:
Demonstrate use of point of sale systems.
Demonstrate basic computer applications.
Demonstrate use of computer programs used for food production.

Knowledge and Skill Statement: Research and evaluate technical resources for food services and bar operations to update or enhance present practice.

Performance Element: Use software applications to manage food service operations.
Performance Indicators:
Demonstrate the use of software programs for human resource management
Demonstrate the use of software programs for inventory control, point of sale, profit loss, etc.

Performance Element: **Retrieve website information to use in menu planning, recipes, and for product information.**

Performance Indicators:
Access relevant websites.
Download recipes.
Bookmark websites.

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Instructional Area: Operations

Knowledge and Skill Statement: Implement the company's standard operating procedures related to food and beverage production and guest service to provide quality products and services.

Performance Element: **Implement operating procedures to comply with company requirements.**

Performance Indicators:
Detail operating procedures for food quality.
Detail operating procedures for food presentation.

Performance Element: **Evaluate prepared foods for quality and presentation to meet quality standards.**

Performance Indicators:
Show consistent appearance in prepared foods.
Detail ways to monitor quality of prepared food.

Performance Element: Prepare nutritional, quality foods utilizing basic food knowledge.
Performance Indicators:
Explain the use of a variety of sauces.
Choose appropriate cooking procedures (sauté, broil, bake, etc.).
Employ knowledge of nutritional values.
Exhibit high-quality food presentation.

Performance Element: Match equipment with correct cooking methodology.
Performance Indicator:
Use of scales and other food service equipment.
Sharpen knives safely.
Use pots and pans for different food preparations.
Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.).

Performance Element: **Determine the appropriate type of food service to provide quality customer service.**

Performance Indicator:
Detail characteristics of French, Russian, Bistro style and other forms of service.
Identify types of dining utensils and proper uses.
Show proper set up procedures for dining room/counter.
Explain menu items
Detail the process of "up-selling" and other forms of marketing at tableside.

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Instructional Area: Professional Development

Knowledge and Skill Statement: Compare researched career opportunities and qualifications to broaden awareness of careers available in the restaurant and food service industry.

Performance Element: **Identify steps needed to obtain a job in the restaurant and food service industry.**

Performance Indicators:
Outline a plan for effective job search.
Write a resume that lists skills and competencies.
Role-play a job interview
Explain follow up steps for a job interview.

Performance Element: **Identify behaviors and personal habits needed to retain a job in the restaurant and food service industry.**

Performance Indicators:
Develop a list of workplace rules and regulations.
Identify and give examples of positive work attitudes.
Make a list of qualities of successful food service employees
Identify hierarchy within the organization.

Performance Element: **Examine career opportunities available in restaurants and food service operations.**

Performance Indicators:
List the qualifications for various careers in the food service industry.
Describe major duties/tasks for each job option.

Performance Element: **Differentiate career opportunities in restaurant and food service operations in the various industry sectors (e.g. independent vs. chain operations).**

Performance Indicators:
List various types of food service operations.
List advantages/disadvantages of different sectors.

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Employees working in the Travel and Tourism pathway perform a variety of tasks to develop, package, promote and deliver positive experiences for travelers. Sample occupations include:

Director of Tourism Development
Events Manager
Director of Visitor and Conventions Bureau
Transportation Specialist
Director of Visitor Services
Group Sales Manager
Tour and Travel Coordinator
Tourism Marketing Specialist

Instructional Area: Business Law

Performance Indicators:

Describe the role of the government in the travel and tourism industry
Explain the nature of regulations affecting the travel and tourism industry

Instructional Area: Communication Skills

Performance Indicators:

Prepare confirmation letters
Respond to requests for facilities/services/community information
Inform guests/clients of local sites/events
Explain world time zones to clients
Direct guest/client to other locations
Make/Confirm travel arrangements for guest/client
Inquire about/Confirm fares, schedules, or accommodations for clients
Confirm transportation fares
Orient clients to locale
Conduct pre-departure briefing
Direct guest/client to other locations
Assist customer with passport and visa
Assist clients with customs regulations and health requirements for international travel
Explain communication services that can be used to assist clients with specialized needs

Instructional Area: Economics

Performance Indicators:

Compute currency conversions
Describe the impact of travel and tourism on the environment
Explain the economic impact of travel and tourism on a community or an area
Describe the impact of international policies on the travel and tourism industry

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Instructional Area: Emotional Intelligence
Performance Indicators:

Explain the concept of gratuities
Maintain waiting list
Assess customer's special needs (e.g., children, disabilities, etc.)
Provide customer service in compliance with ADA
Resolve disputes raised by customers

Instructional Area: Financial Analysis
Performance Indicators:

Transfer payments to suppliers
Initiate refund process for cancellations
Process advance payments
Run credit check report
Collect payment
Maintain petty-cash fund
Balance daily posting transactions
Prepare daily revenue report
Make deposits with travel suppliers
Complete bank deposits/records
Record and report sales tax
Review expense reports filed by employees

Instructional Area: Human Resource Management
Performance Indicators:

Establish staffing and service ratios for group events
Train employees to use travel technology
Design travel policies for company employees

Instructional Area: Information Management
Performance Indicators:

Describe current issues and trends in the travel and tourism industry
Explain ways that technology impacts the travel and tourism industry
Use check authorization system

Instructional Area: Marketing
Performance Indicators:

Explain the nature of travel and tourism marketing
Differentiate between service marketing and product marketing

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Instructional Area: Operations
Performance Indicators:

Select travel suppliers
Negotiate favorable rates with travel suppliers
Enhance guest safety through access control procedures
Process lost and found
Obtain travel insurance for clients
Discuss employee safety/security issues in travel and tourism
Explain security considerations in the travel and tourism industry
Explain procedures for reducing bad check losses
Explain procedures for handling robbery situations
Handle emergency situations in travel and tourism
Open/Close business facility
Develop procedures for safeguarding cash
Develop emergency procedures for travel and tourism
Schedule tours (involves computing cost, distance, and travel time factors)
Prepare background manuals and materials for tour escort
Explain maintenance issues unique to travel and tourism

Instructional Area: Professional Development
Performance Indicators:

Describe traits important to the success of employees in the travel and tourism industry
Explain employment opportunities in the travel and tourism industry
Describe geographic factors that foster travel and tourism
Use maps and charts to identify geographic and topographic factors which impact travel and tourism
Obtain travel and tourism information from resources
Assess the services provided by professional organizations in the travel and tourism industry
Describe the nature of the travel and tourism industry
Discuss the interdependence of travel and tourism industry segments
Explain factors affecting the development and growth of the travel and tourism industry
Describe the cyclical/seasonal nature of tourism
Describe the impact of international considerations on the travel and tourism industry

Instructional Area: Strategic Management
Performance Indicators:

Explain the concept of place (distribution) in the travel and tourism industry
Stock brochure racks
Prepare and forward rooming lists to suppliers

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Instructional Area: Marketing-Information Management
Performance Indicators:

Develop profile of visitors
Design a group convention profile
Complete a property analysis
Determine tours to offer
Describe the nature of target marketing in the travel and tourism industry
Forecast travel markets

Instructional Area: Pricing
Performance Indicators:

Explain the concept of price in the travel and tourism industry
Describe factors affecting the prices of travel and tourism products
Set price of group tour

Instructional Area: Product/Service Management
Performance Indicators:

Explain the concept of product in the travel and tourism industry
Describe services offered by the travel and tourism industry
Explain the nature of product extensions in the travel and tourism industry
Customize travel and tourism services for clients (e.g., meal options, types of rooms, types of travel options, etc.)
Explain site variables that affect the travel and tourism product (e.g., climate, time zones, wind, etc.)
Plan special events for meetings
Schedule familiarization trips
Explain how to create a marketing partnership with other entities
Plan variety of guest/client activities
Plan tourist destinations
Plan tours
Monitor guest satisfaction with services/facility
Explain environmental factors conducive to customer satisfaction
Evaluate hotel properties
Evaluate effectiveness of tours

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Instructional Area: Promotion
Performance Indicators:

Describe the concept of promotion in the travel and tourism industry
Write direct-mail letters
Select placement of advertisements
Design advertisements for tour operators
Coordinate news releases
Prepare store/department for special event
Explain promotional methods used by the travel and tourism industry
Implement creative display techniques and theme options in travel and tourism
Develop a sales packet for a segment of the travel and tourism industry
Select strategies for delivering promotional materials to prospective travelers
Determine effectiveness of promotional efforts
Design frequency/loyalty marketing program strategy

Instructional Area: Selling
Performance Indicators:

Describe the rights of customers in the travel and tourism industry
Describe destination marketing services (including government agencies, tourist centers, convention and visitor's bureaus, and chambers of commerce
Categorize types of destinations
Identify types of destination attractions
Describe the services of the travel intermediary industry segment (including retail travel agents, tour wholesalers, tour operators, corporate travel managers and agencies, incentive travel planners, and convention/meeting planners)
Describe air transportation services
Identify the classifications of U.S. airlines
Explain land transportation services
Explain water transportation services
Identify important U.S. ports for cruise ships
Explain elements of dining experience that are used to satisfy clients
Describe lodging options used to increase customer satisfaction
Analyze product information to identify product features and benefits
Identify popular local, regional, state, national, and international destinations
Explain factors that motivate people to travel
Describe what motivates people to choose a destination
Describe factors that motivate people to attend events
Explain what motivates people to select an agency
Guide client in making travel decisions
Determine client's travel preferences/needs
Recommend specific destinations and travel services to travelers
Recommend travel and tourism services
Conduct walk-through for on-site tour
Ask for booking

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Register guests/clients
Reserve rental car for client
Book client's train reservation
Make hospitality reservation for customer/client
Book sightseeing tour for client
Book cruise for client
Book a tour
Sell trips to individuals
Sell good/service/idea to groups
Process group arrivals
Sell trips to groups
Promote trips to travel agents
Plan follow-up strategies for use in selling
Change/Cancel customer's reservation
Arrange local sightseeing tours for guests
Process complimentary offers and coupons/discounts
Calculate flying time and time zone differences
Calculate cost of travel packages
Calculate cost of event
Arrange special services for customers
Arrange luggage-handling services
Plan/Develop itinerary for customer
Prepare for tour
Process cash sales
Process travelers checks
Assist with currency exchange
Process credit sales
Cash guest/client checks
Sell gift certificates
Process telephone orders
Process advance reservations
Process sales documentation
Process client's tickets
Generate ATB boarding passes
Prepare Airline Reporting Corp (ARC) report
Issue travel voucher
Settle group's account
Establish relationship with customer
Determine customer needs
Recommend specific product
Convert customer objections into selling points
Close the sale
Demonstrate suggestion selling

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