

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Tourism and Travel Services Management CIP: 520903**

National Standard: National Career Cluster Institute

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>				
<b>Understand the concepts, processes, procedures, and systems in the hospitality, tourism and travel (HTT) industry</b>	1. Identify historical leaders and other influences on the hospitality, tourism and travel industry - i.e., politics, environment, economics, etc.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
	2. Discuss the reasons people travel (leisure, business, and family).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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3. Discuss and report on recreation activities, amusement parks, and attractions.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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4. Examine the relationship between employee's attitudes, actions, customer satisfaction, and resolving complaints. <b>AAI</b> <b>6. Labor Issues:</b> Explain the employees' and employers' rights and responsibilities in this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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<b>Understand various forms of transportation options</b>	5. Identify and differentiate between methods of transportation (e.g., domestic and international air travel).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	6. Identify, compare, and contrast airport design operations and airport hub cities. <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this industry.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	7. Explain reservations and ticketing for domestic and international air travel using one of the four major computer reservation systems.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	8. Identify and compare domestic and international car rental requirements.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	9. Identify and compare domestic and international rail services and routes.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	10. Identify popular cruise lines and explain cruise line pricing and documentation. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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<b>Understand cultural differences</b>	11. Identify the five continents and describe differences in their languages, culture, food, and customs.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand the components of the HTT industry</b>	12. Name and discuss famous hotels and their founders.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	13. Identify the various types of lodging (i.e., hotel, motel, bed and breakfast, time share and all inclusive resorts).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	14. Calculate room rates based on variables - i.e., seasons, location, and amenities.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	15. Describe event planning manager and food and beverage manager roles as they relate to the HTT industry. <b>AAI 7. Community Issues:</b> Discuss the ways a company can impact its community and the ways a community can impact a company.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	16. Demonstrate and apply the skills of quality customer service (including sensitivity to diversity and special needs).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	17. Describe and discuss the relationship of sales, marketing, and management to the HTT industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand the fundamental concepts related to domestic and international travel</b>	18. Identify, describe, and plan an escorted tour, a hosted tour, and an independent tour.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	19. Describe the different types of passports and visas, and the procedure for obtaining these documents.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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20. Discuss the US government web site as it pertains to warnings, health concerns and customs regulations. <b>AAI 8. Health, Safety, and Environment:</b> Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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21. Identify the GMT (Greenwich Mean Time) and the IDL (International Date Line).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	22. Convert the 12-hour clock to the 24-hour clock.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	23. Calculate time comparison and elapsed time.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy</b>	24. Discuss and assess venture creation possibilities and identify the steps in planning the venture and the resources needed for venture startup and operation. <b>AAI 1. Planning:</b> Explain the key elements of a long-term plan for a successful company. <b>AAI 2. Management:</b> Discuss the different forms of management and ownership within this industry. <b>AAI 3. Finance:</b> Explain the key components of financial management of a company.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	25. Discuss the options in planning the venture’s future (growth, development, demise).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	26. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand the importance of personal growth and leadership to enhance career success</b>	27. Demonstrate personal growth, community leadership, democratic principles and social responsibility.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	28. Develop, practice and demonstrate hospitality, tourism and travel skills through participation in activities/events offered through student organizations.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>Understand the necessary employability skills in order to achieve success in today's workplace</b></p>	<p><b>29. Decision-Making &amp; Problem-Solving:</b> Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- create an outline</li> <li>- create a troubleshooting log</li> <li>- make class presentation</li> <li>- develop and test strategies or options that work</li> <li>- provide examples of the strategies or options tested or tried</li> <li>- compare and analyze pros and cons of identified strategies or options</li> <li>- through teamwork, arrive at a decision or determine a solution that is well suited to the task</li> <li>- independently arrive at a decision or determine a solution that is well suited to the task</li> <li>- communicate in a clear format how the solution was formed</li> <li>- justify or describe how and why a particular solution option was chosen</li> </ul>	1	2	3	4
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	<p><b>30. Self-Management:</b> Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments. <b>AAI 9. Personal Work Habits:</b> Explain the work habits an employer looks for in an employee in this industry.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b>  - have a written test on applicable policies and procedures  - assess student orientation knowledge through instructor observations and written unit test  - review student handbook  - adhere to regulations in school, classroom, and everyday settings  - build trust by being consistent, dependable, and verbally positive with others  - ask questions and listen to others  - keep track of assignments and/or responsibilities  - have work done on time  - respond positively to constructive feedback  - show respect for others and their points of view  - set individual goals and document progress toward achieving those goals  - take initiative to pursue learning  - adapt as necessary to create a positive outcome for self and others  - advocate appropriately for himself/herself</p>	1	2	3	4
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	<p><b>31. Communication Skills:</b> Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- be given a work order that contains written instructions of a specific job and complete the work order</li> <li>- create a power point presentation</li> <li>- participate in a debate</li> <li>- perform mock interviews</li> <li>- develop a topic</li> <li>- include details to support a main point</li> <li>- use appropriate grammar and sentence structure</li> <li>- organize writing and/or presentation materials</li> <li>- use constructive feedback to improve skill</li> <li>- participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context</li> <li>- use varied vocabulary for clarity and effectiveness</li> <li>- support his/her ideas in a public forum using the appropriate visual/audio aides</li> <li>- select and use the appropriate media and method(s) to communicate the subject effectively</li> <li>- adapt writing, speaking, and/or visual presentations effectively to a particular audience</li> <li>- act on or respond appropriately to verbal and non-verbal cues from the audience</li> </ul>	1	2	3	4
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	<p><b>32. Ability to Work with Others:</b> Demonstrate and apply the necessary skills in order to work effectively with others.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- role play a situation in which there is a conflict which must be resolved</li> <li>- compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards</li> <li>- conduct an interview with a manager and share report with classmates</li> <li>- demonstrate knowledge of individual strengths he/she brings to a group</li> <li>- demonstrate knowledge of and respect for cultural and individual differences</li> <li>- demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view</li> <li>- demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others</li> <li>- demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback</li> <li>- demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes</li> <li>- apply his/her individual strengths to enhance a group's performance</li> <li>- assume responsibilities within a group</li> <li>- demonstrate the use of group skills in a way that enhances a group's performance</li> <li>- demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome</li> </ul>	1	2	3	4
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	<p><b>33. Information Use - Research, Analysis, Technology:</b> Demonstrate and apply the use of information through research, analysis, and technology.</p>		<table border="1" style="width: 100%;"> <tr> <td style="width: 25%; text-align: center;">1</td> <td style="width: 25%; text-align: center;">2</td> <td style="width: 25%; text-align: center;">3</td> <td style="width: 25%; text-align: center;">4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- do a research project and develop a presentation for the class</li> <li>- keep a daily notebook</li> <li>- show use of a plan for gathering information</li> <li>- gather information from a variety of sources, using a variety of technologies</li> <li>- use sources that are current and appropriate to the topic</li> <li>- evaluate sources for correct and trustworthy information</li> <li>- document sources of information appropriately</li> <li>- demonstrate and apply the skills in using software applications (MS Office)</li> <li>- use a filing/organization system for information, such as notebook, disk, etc.</li> <li>- justify the use of a particular organizational system for a particular product</li> <li>- demonstrate effective communication skills (written, oral, listening)</li> <li>- effectively present a thesis, supporting evidence, and a conclusion using a variety of media</li> </ul>	1	2	3	4
1	2	3	4				

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**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Tourism and Travel Services Management CIP: 520903**

National Standard: National Career Cluster Institute

<p><b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b></p>	<p><b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed )  <b>Student will:</b></p>	<p><b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b></p>	<p><b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)  <b>Student will:</b></p>
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	<p><b>34. Mathematical Concepts:</b> Demonstrate mathematical and computation skills as applied to real world situations.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite</li> <li>- compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals</li> <li>- collect, interpret, organize and display relevant data for solving a mathematics problem</li> <li>- translate real world problems into mathematical representations</li> <li>- express and present mathematical ideas clearly in everyday written and oral language</li> <li>- express in written and oral language how mathematics connects to other contexts outside the mathematics classroom</li> <li>- use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information</li> <li>- approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events</li> </ul>	1	2	3	4
1	2	3	4				

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**Career Cluster: Hospitality and Tourism**

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<p><b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b></p>	<p><b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed )  <b>Student will:</b></p>	<p><b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b></p>	<p><b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)  <b>Student will:</b></p>
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	<p><b>35. General Safety:</b> Demonstrate and apply safe practices and procedures in the workplace.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b>  - develop scenarios of hazards and accidents using publications and the internet  - be observed by teacher  - take written quizzes/written tests  - demonstrate knowledge of safety and sanitation practices and procedures  - identify and report hazardous conditions and safe working procedures  - use personal protective equipment and clothing</p>	1	2	3	4
1	2	3	4				
	<p><b>36. Career Development:</b> Demonstrate personal/career development skills by completing a career plan.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b>  - complete a self-awareness inventory  - develop a career portfolio  - use a career software, such as Choices, to measure their aptitudes and abilities for particular careers  - use available resources (college catalogs and websites) to research information about postsecondary educational opportunities  - select a career in the field and outline educational and skill requirements, expected job growth, and salaries  - review with teacher software printout to assess their aptitudes and abilities  - make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work  - plan a senior experiential project to review and evaluate a variety of career choices</p>	1	2	3	4
1	2	3	4				

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**Career Cluster: Hospitality and Tourism**

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