### 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

#### Competencies

<table>
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<tr>
<th>Competencies</th>
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<th>NH Frameworks</th>
<th>Rating Scale - Sample Performance Assessments</th>
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<tbody>
<tr>
<td>Understand the concepts, processes, procedures, and systems in the hospitality, tourism and travel (HTT) industry</td>
<td>1. Identify historical leaders and other influences on the hospitality, tourism and travel industry - i.e., politics, environment, economics, etc.</td>
<td><a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a></td>
<td>1 2 3 4</td>
</tr>
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<td></td>
<td>2. Discuss the reasons people travel (leisure, business, and family).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Discuss and report on recreation activities, amusement parks, and attractions.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>4. Examine the relationship between employee’s attitudes, actions, customer satisfaction, and resolving complaints.</td>
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<td><strong>6. Labor Issues:</strong> Explain the employees’ and employers’ rights and responsibilities in this industry.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand various forms of transportation options</td>
<td>5. Identify and differentiate between methods of transportation (e.g., domestic and international air travel).</td>
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#### Key:

- **Rating Scale:**  
  - 1 = not proficient; does not meet competency  
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- **Framework:**  
  - Targeted = Framework aligns to competency  
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# PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

**Program Name:** Tourism and Travel Services Management  
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(what a student needs to know and be able to do and upon which they will be assessed)

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1. Identify, compare, and contrast airport design operations and airport hub cities.

2. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.

3. Explain reservations and ticketing for domestic and international air travel using one of the four major computer reservation systems.

4. Identify and compare domestic and international car rental requirements.

5. Identify and compare domestic and international rail services and routes.

6. Identify popular cruise lines and explain cruise line pricing and documentation.

**AAI 4. Technical and Production Skills:** Identify specific production and technical skills required for this industry.

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7. Identify, compare, and contrast airport design operations and airport hub cities.

8. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.

9. Explain reservations and ticketing for domestic and international air travel using one of the four major computer reservation systems.

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<td><strong>Understand cultural differences</strong></td>
<td>11. Identify the five continents and describe differences in their languages, culture, food, and customs.</td>
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<td>12. Name and discuss famous hotels and their founders.</td>
<td>Science: S</td>
<td></td>
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<td></td>
<td>13. Identify the various types of lodging (i.e., hotel, motel, bed and breakfast, time share and all inclusive resorts).</td>
<td>English Language Arts: LA</td>
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</tr>
<tr>
<td></td>
<td>14. Calculate room rates based on variables - i.e., seasons, location, and amenities.</td>
<td>Mathematics: M</td>
<td></td>
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<td></td>
<td>15. Describe event planning manager and food and beverage manager roles as they relate to the HTT industry.</td>
<td></td>
<td></td>
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<td></td>
<td><strong>AAI 7. Community Issues:</strong> Discuss the ways a company can impact its community and the ways a community can impact a company.</td>
<td></td>
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<tr>
<td></td>
<td>16. Demonstrate and apply the skills of quality customer service (including sensitivity to diversity and special needs).</td>
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<td><strong>17.</strong> Describe and discuss the relationship of sales, marketing, and management to the HTT industry.</td>
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<td></td>
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<tr>
<td><strong>Understand the fundamental concepts related to domestic and international travel</strong></td>
<td><strong>18.</strong> Identify, describe, and plan an escorted tour, a hosted tour, and an independent tour.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td><strong>19.</strong> Describe the different types of passports and visas, and the procedure for obtaining these documents.</td>
<td></td>
<td>1 2 3 4</td>
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</table>
| | **20.** Discuss the US government web site as it pertains to warnings, health concerns and customs regulations.  
**AAI 8. Health, Safety, and Environment:** Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry. | | 1 2 3 4 |
| | **21.** Identify the GMT (Greenwich Mean Time) and the IDL (International Date Line). | | 1 2 3 4 |

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#### Student will:

| 22. Convert the 12-hour clock to the 24-hour clock. | 1 2 3 4 |
| 23. Calculate time comparison and elapsed time. | 1 2 3 4 |
| 24. Discuss and assess venture creation possibilities and identify the steps in planning the venture and the resources needed for venture startup and operation. **AAI 1. Planning:** Explain the key elements of a long-term plan for a successful company. **AAI 2. Management:** Discuss the different forms of management and ownership within this industry. **AAI 3. Finance:** Explain the key components of financial management of a company. | 1 2 3 4 |
| 25. Discuss the options in planning the venture’s future (growth, development, demise). | 1 2 3 4 |

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<tr>
<td>26. Identify and discuss the traits and behaviors of an entrepreneur</td>
<td>27. Demonstrate personal growth, community leadership, democratic principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(leadership, personal assessment, personal management).</td>
<td>and social responsibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Develop, practice and demonstrate hospitality, tourism and travel</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>skills through participation in activities/events offered through student</td>
<td>participation in activities/events offered through student organizations.</td>
<td></td>
<td></td>
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<td>organizations.</td>
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| Understand the necessary employability skills in order to achieve success in today’s workplace | 29. Decision-Making & Problem-Solving: 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. | Science: S  
English Language Arts: LA  
Mathematics: M |

### Rating Scale - Sample Performance Assessments

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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### Rating Scale - Sample Performance Assessments

**For Example:**
- create an outline
- create a troubleshooting log
- make class presentation
- develop and test strategies or options that work
- provide examples of the strategies or options tested or tried
- compare and analyze pros and cons of identified strategies or options
- through teamwork, arrive at a decision or determine a solution that is well suited to the task
- independently arrive at a decision or determine a solution that is well suited to the task
- communicate in a clear format how the solution was formed
- justify or describe how and why a particular solution option was chosen

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<td>- assess student orientation knowledge through instructor observations and written unit test</td>
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<td>- review student handbook</td>
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<tr>
<td>- adhere to regulations in school, classroom, and everyday settings</td>
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<td>- build trust by being consistent, dependable, and verbally positive with others</td>
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<td>- ask questions and listen to others</td>
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<td>- keep track of assignments and/or responsibilities</td>
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<td>- have work done on time</td>
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<td>- respond positively to constructive feedback</td>
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<td>- show respect for others and their points of view</td>
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<td>- set individual goals and document progress toward achieving those goals</td>
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<tr>
<td>- take initiative to pursue learning</td>
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</tr>
<tr>
<td>- adapt as necessary to create a positive outcome for self and others</td>
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</tr>
<tr>
<td>- advocate appropriately for himself/herself</td>
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<td><strong>31. Communication Skills:</strong></td>
<td>Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</td>
<td>1</td>
<td>2</td>
</tr>
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**For Example:**
- be given a work order that contains written instructions of a specific job and complete the work order
- create a power point presentation
- participate in a debate
- perform mock interviews
- develop a topic
- include details to support a main point
- use appropriate grammar and sentence structure
- organize writing and/or presentation materials
- use constructive feedback to improve skill
- 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
- use varied vocabulary for clarity and effectiveness
- support his/her ideas in a public forum using the appropriate visual/audio aides
- select and use the appropriate media and method(s) to communicate the subject effectively
- adapt writing, speaking, and/or visual presentations effectively to a particular audience
- act on or respond appropriately to verbal and non-verbal cues from the audience

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#### 32. Ability to Work with Others:
Demonstrate and apply the necessary skills in order to work effectively with others.

**For Example:**
- role play a situation in which there is a conflict which must be resolved
- compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards
- conduct an interview with a manager and share report with classmates
- demonstrate knowledge of individual strengths he/she brings to a group
- demonstrate knowledge of and respect for cultural and individual differences
- demonstrate beginning skills in conflict management by outlining the issues involved and others’ points of view
- demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others
- demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback
- demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes
- apply his/her individual strengths to enhance a group’s performance
- assume responsibilities within a group
- demonstrate the use of group skills in a way that enhances a group’s performance
- demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome

**Key:**
- **Rating Scale:** 1 = not proficient: does not meet competency; 2 = not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4 = surpasses proficiency
- **Framework:** Targeted= Framework aligns to competency  
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### Competencies

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<thead>
<tr>
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### 33. Information Use - Research, Analysis, Technology:

Demonstrate and apply the use of information through research, analysis, and technology.

#### For Example:

- do a research project and develop a presentation for the class
- keep a daily notebook
- show use of a plan for gathering information
- gather information from a variety of sources, using a variety of technologies
- use sources that are current and appropriate to the topic
- evaluate sources for correct and trustworthy information
- document sources of information appropriately
- demonstrate and apply the skills in using software applications (MS Office)
- use a filing/organization system for information, such as notebook, disk, etc.
- justify the use of a particular organizational system for a particular product
- demonstrate effective communication skills (written, oral, listening)
- effectively present a thesis, supporting evidence, and a conclusion using a variety of media

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#### Frameworks:

- Science: S
- English Language Arts: LA
- Mathematics: M

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**Program Name:** Tourism and Travel Services Management  
**CIP:** 520903  
**National Standard:** National Career Cluster Institute

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**34. Mathematical Concepts:**
Demonstrate mathematical and computation skills as applied to real world situations.

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**For Example:**
- keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite
- compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals
- collect, interpret, organize and display relevant data for solving a mathematics problem
- translate real world problems into mathematical representations
- express and present mathematical ideas clearly in everyday written and oral language
- express in written and oral language how mathematics connects to other contexts outside the mathematics classroom
- 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
- 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
## 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

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### 35. General Safety:
Demonstrate and apply safe practices and procedures in the workplace.

For Example:
- 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

### 36. Career Development:
Demonstrate personal/career development skills by completing a career plan.

For Example:
- 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
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