

<b>Goodheart-Willcox Publisher Correlation of  <i>Hospitality Services</i> ©2014  to South Carolina Department of Education  Hospitality and Tourism Course  Hospitality Management and Operations I</b>	
<b>HMO ACADEMIC STANDARD / INDICATOR</b>	<b>CORRELATING PAGES</b>
<b>B. HOSPITALITY &amp; TOURISM CAREERS</b>	
<b>B1.</b> Analyze management opportunities in hospitality and tourism.  <b>What Students Should Know:</b> 1. Management careers in hospitality and tourism 2. How to obtain a management position 3. Contents of an individual career portfolio 4. Professional and ethical behavior 5. Postsecondary and scholarship options  <b>What Students Should Be Able to Do:</b> 1. Explore management careers. 2. Develop a plan to obtain a management position. 3. Present an individual career portfolio. 4. Model professional and ethical conduct. 5. Research postsecondary and scholarship options.	15, 33, 47, 145, 173, 208–209, 227, 239, 339, 345, 347–361, 377, 385, 437–453, 457–511
<b>C. SAFETY, SECURITY, AND THE ENVIRONMENT</b>	
<b>C1.</b> Evaluate safety, security, and environmental procedures.  <b>What Students Should Know:</b> 1. Safety and environmental procedures 2. OSHA and DHEC codes 3. Emergency response procedures  <b>What Students Should Be Able to Do:</b> 1. Maintain safe and healthy working conditions and environment. 2. State the rationale for rules and laws designed to promote safety and health in the workplace. 3. Assess emergency procedures for internal and external disasters.	149–167, 233–249, 413–435
<b>D. LEADERSHIP AND MANAGEMENT</b>	
<b>D1.</b> Describe the organizational structure and functions of leadership and management.  <b>What Students Should Know:</b> 1. Leadership and management styles 2. Conflict resolution skills 3. Teambuilding activities	73, 104, 208–209, 333–361, 481–484, 495, 498–499

<p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Distinguish between effective leadership and management styles.</li> <li>2. Demonstrate conflict resolution skills.</li> <li>3. Design teambuilding activities.</li> </ol>	
<p><b>D2.</b> Explain the importance of diversity in the workforce and in management.</p>	<p>7, 18–19, 44–46, 55, 208, 350, 358, 369, 376–377, 443, 489–491, 494</p>
<p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Basic laws and regulations for diversity</li> <li>2. Cultural differences affecting leadership styles</li> <li>3. Cultural differences affecting communication</li> <li>4. Workforce diversities</li> </ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Identify basic laws and regulations associated with diverse employee groups.</li> <li>2. Describe how cultural/ethnic differences affect leadership styles within a group.</li> <li>3. Describe how cultural/ethnic differences affect group dynamics.</li> <li>4. Evaluate methods used to meet the needs of diverse groups in the workforce as a manager.</li> </ol>	
<p><b>E. MARKETING AND SALES</b></p>	
<p><b>E1.</b> Analyze basic marketing and sales principles in hospitality and tourism.</p>	<p>383–397</p>
<p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. The definition of marketing and marketing mix as it relates to hospitality and tourism</li> <li>2. The relationship between marketing and sales</li> <li>3. The marketing segments</li> <li>4. Current hospitality sales and marketing technology trends</li> <li>5. The steps in the sales process</li> <li>6. Components of a marketing plan</li> </ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Define marketing and the marketing mix.</li> <li>2. Describe the relationship between marketing and sales.</li> <li>3. Identify marketing segments in the hospitality and tourism industry.</li> <li>4. Identify current hospitality sales and marketing technology trends.</li> <li>5. Demonstrate the steps in the sales process.</li> <li>6. Create a marketing plan.</li> </ol>	



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F. HOSPITALITY AND TOURISM SEGMENTS	
<b>F1. Model effective collaborative relationship skills.</b>	5–19, 59–329
<b>What Students Should Know:</b> <ol style="list-style-type: none"><li>1. Four segments</li><li>2. Lodging-Management</li><li>3. Food &amp; Beverage-Food Service, Dining, Beverage Service, and Event Planning</li><li>4. Travel &amp; Tourism</li><li>5. Recreation, Amusement, and Attractions</li></ol> <b>What Students Should Be Able to Do:</b> <ol style="list-style-type: none"><li>1. Plan an event incorporating the four segments.</li><li>2. Summarize key elements in planning, organizing, and maintaining efficient lodging operations.</li><li>3. Demonstrate practices and skills involved in Food &amp; Beverage occupations.</li><li>4. Explain how travel and tourism benefits from lodging and food and beverage.</li><li>5. Examine the importance of food and beverage to recreation, amusement, and attractions.</li></ol>	

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<b>What Students Should Know:</b> <ol style="list-style-type: none"><li>1. Four segments</li><li>2. Lodging-Management</li><li>3. Food &amp; Beverage-Food Service, Dining, Beverage Service, and Event Planning</li><li>4. Travel &amp; Tourism</li><li>5. Recreation, Amusement, and Attractions</li></ol> <b>What Students Should Be Able to Do:</b> <ol style="list-style-type: none"><li>1. Plan an event incorporating the four segments.</li><li>2. Summarize key elements in planning, organizing, and maintaining efficient lodging operations.</li><li>3. Demonstrate practices and skills involved in Food &amp; Beverage occupations.</li><li>4. Explain how travel and tourism benefits from lodging and food and beverage.</li><li>5. Examine the importance of food and beverage to recreation, amusement, and attractions.</li></ol>	