Professional Preparation for Future Success

Hospitality and Tourism Management

COURSE SYLLABUS –

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Program Description
The Tourism & Hospitality program will introduce students to the world’s largest industries, from destination planning, hotel and restaurant management to sports, entertainment and event management, and include the study of geography, economics, and world cultures. We live in one of the most beautiful regions of the country. Tourism & Travel are thriving industries with a multitude of employment opportunities. This program will provide students with curriculum focused on current tourism, travel and hospitality related industries. Students learn about the history of the industry, explore traveler motivation and consumer needs, the industry’s economic and environmental impacts, domestic and international travel, and sales in tourism. *Own transportation is required for job shadows/internships.

High School Credits:
1.0 Technical English
0.5 Marketing
0.5 Technology
1.0 occupational Ed

Academy programs are articulated with college credits that may have a certificate component offered through Skagit Valley College and may require additional course work. The Business Management (BMT) program at Skagit Valley College (in partnership with the Northwest Career and Technical Academy) is collaborating in the Tourism and Hospitality Management program designed for persons interested in entry-level positions in the tourism and hospitality industry. The hospitality, travel and tourism industry is large and dynamic, and offers many fascinating and varied work environments within the following career pathways: hotels and resorts, cruise ship operations, gaming and casinos, conference centers, destination attractions, sports tourism, spas and resorts, catering companies, event management companies, golf and country clubs. Employees in this rapidly growing industry require a clear understanding of customer service and relations, and demonstrate strong leadership and entrepreneurship skills in finance, sales, marketing and management. The program’s curriculum helps to prepare students to step into a wide range of entry-level service management positions.
Whether you are now working seeking additional skill, or completely new to the world of tourism and hospitality, our Tourism and Hospitality Management program is designed to meet your needs. The Tourism & Hospitality Management Program at Northwest career and Technical Academy includes these college credits in the year program:

Fall Quarter –
BMT 100 Intro to Tourism (5 cr)

Winter Quarter –
BMT 160 Meetings & Special Events Planning & Management (5 cr)

Spring Quarter –
BMT 101- Hospitality Management, Operations & Systems (5 cr)
BMT 102 – Tourism & Hospitality Marketing (4 cr)
BMT 161 – Catering & Banquet Management (2 cr)

In collaboration with Skagit Valley College, you can go on to complete certificates:

- **Tourism and Hospitality Management I Micro-certificate** (19 credits)
  Provides entry-level training in tourism and hospitality management, marketing and business applications. Introduction to career opportunities in the tourism and hospitality industry.

- **Tourism and Hospitality Management II Micro-certificate** (19 credits)
  Continues to build a foundation of entry-level skills for careers in tourism and hospitality management. Provides advanced training in computer applications, customer service and sales, catering and banquet management.

**Curriculum/Textbook:**

*Introduction To Hospitality Management-E Book and My Hospitality Lab*
John R. Walker ©2013 6th edition • Prentice Hall • Published 03/14/2012 •

**Prerequisites**

- Desire to work with people
- Career interest in Tourism and Customer Service Fields
- Keyboarding skills

**Instructional Topics**

*Principles of Hospitality and Tourism*

In this project, students apply the basic concepts and tools of the hospitality and tourism industry to create a comprehensive proposal for a vacation package that would appeal to customers.

Over the course of this project, students produce the following pieces for their complete proposal:

- Business plan that introduces their chosen destination, explains why they chose it, includes “green” travel tips for that destination, and describes a particular accommodation
- Plan for a special meal to be included in the itinerary
- Detailed travel itinerary including transportation, lodging, activities, safety tips, and cost
- Promotion plan for the vacation package (individually produced component)
- Brochure that highlights features of the package
Hospitality Marketing

In this project, students develop a marketing portfolio for a new attraction to be developed in their local community. The driving question for the project is, “How can we best design a marketing plan to promote a new tourist attraction in our community?”

The students work cooperatively to create a group portfolio; each student also develops an individual portfolio. The students brainstorm possible attractions and the class decides on one (or potentially two) attractions that the entire class will work on.

Over the course of this project, students produce the following pieces that will make up their individual portfolio:

- An introduction and personal reflection on the project that includes:
  - What the student learned
  - How the student chose which elements to include
- An example of print marketing materials promoting the attraction*
- A jingle promoting the attraction, to be used in a radio or television ad*
- A press release promoting the attraction*
- A plan to use one Web 2.0 marketing tool to promote the attraction*

Over the course of this project, students will work together to produce the following pieces for their group portfolio:

- A proposal for the attraction and which specific target market(s) it will serve
- A statement of the marketing strategy, including which marketing channels to use
- A sample market research tool and a report on its results
- A brand for the attraction
- An example of print marketing materials promoting the attraction
- A website design (either on paper or using an actual web template)
- A mission statement and goals for the attraction

Developing Great Customer Service

In this project, students apply the basic concepts and tools of customer service to create a comprehensive proposal addressing customer service challenges for a specific hospitality and tourism business or destination. The driving question for the project is, “How can we, as customer service consultants, advise a hospitality- or tourism-related business to improve its customer service?” The students work cooperatively in groups of four. Each group chooses (or is assigned) a company from a list compiled by the teacher.

Over the course of this project, students produce the following pieces that will make up complete proposal:

- Research on their business and typical customer service challenges that business faces
- Research on Yelp or similar websites about customer feedback on that business and how the business is or is not utilizing these websites to interact with customers
• An interview with an employee of that business (conducted by two students)
• An observation conducted at the business (conducted by two students)
• A written summary of the interview or site visit
  • A PowerPoint presentation explaining their research and their recommendations for solving the customer service

Entertainment and Event Planning

In this project, students work together as a class to plan and host an event at their school or in their local community. After groups of students pitch their idea for a theme to a client and the client chooses one, students are divided into new groups that are each responsible for coordinating one specific element of the event. The driving question is, “How do we host a highly successful event for a group in our local community?”

The project is assessed through an initial pitch or group presentation, an event plan, a project journal, and a final evaluation completed on an individual basis. The event itself will also serve as a form of assessment. The teacher identifies an event that students can be responsible for planning and hosting. There are many options, which include:

  A networking breakfast for local Hospitality Industry professionals

  An event to raise money for a specific cause

  A party for a community group or organization (for example, a party for residents at a retirement home, an organization that works with disabled people, or a local elementary school)

The event must meet the following criteria: The event must serve a group of at least 20–30 guests over a period of at least two hours (in other words, not a car wash or bake sale where the guests’ interaction with the host is 5–10 minutes)

The event must require all the typical aspects of an event: a goal, a theme, a budget, a venue and decoration, food and beverage, entertainment, guest and staff management, and promotion or invitation.

The teacher identifies a specific “client”—the person who will “hire” students to host the event—for example, a school administrator, another teacher, or a representative of the community organization.

In person, via email, or through other means of communication, the client gives students key facts about the event they are to host: the goal, venue, date, approximate number of people to expect, any specific requests or requirements, and an idea of how much they can spend in total. Students’ first task will be to develop a pitch that describes their ideas for a theme, decorations, entertainment, and food and beverage. The pitch can be in the form of a PowerPoint presentation or poster; it must include visuals.

The client, teacher, and class listen to each pitch. Ideally, a professional event planner will also attend. The client chooses the pitch, makes any modifications to it, and either tells the students, in person or via the teacher, which pitch was chosen. Next, students consider which committees they should form and what the responsibilities are for each committee. Within their committees students form very detailed lists of tasks. They use their lists to help them write their first client report, in which they inform the client of their plans for the event. Each committee contributes the relevant section to the class-wide event plan. The client must review and approve it, possibly with some modifications.